

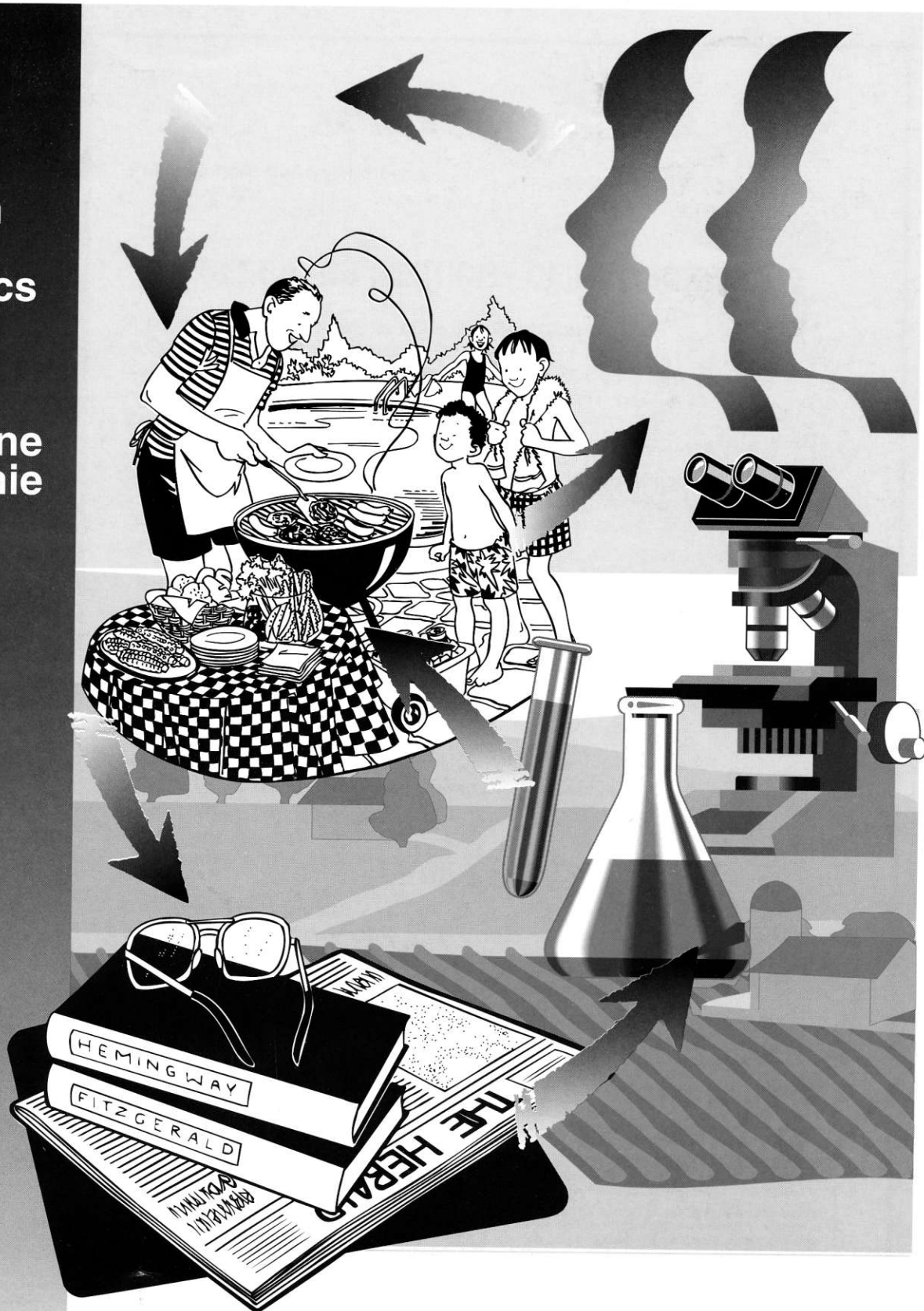


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Analysis of "Project Real World" Curriculum
Public Service Culture in Alberta
Similarities in Family Dietary Patterns
Biotechnologie alimentaire
Breastfeeding Position: Lines of Action

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Mot de rédactrice From the Editor

Alors que nous approchons à grands pas du prochain millénaire, les notions d'anticipation et de changement occupent inévitablement une place de plus en plus importante dans notre réflexion et dans notre discours. L'Association canadienne d'économie familiale elle-même n'échappe évidemment pas à cette tendance. Un changement important a eu lieu en juillet, lors de notre conférence annuelle, avec l'élection du nouveau bureau de direction de l'Association, dont nous attendons avec impatience de connaître les projets pour l'année qui s'en vient. Nous accueillons également Marilee Fazil, Barbara Cummergen, et Bethany Sutton comme nouveaux employés au siège social de l'ACd'EF.

En même temps, nous nous demandons quelles tendances la baisse du nombre d'adhésions à l'Association reflète. Le faible nombre de participants enregistré à la conférence nous oblige à nous poser des questions sur le format, l'à-propos et l'emplacement de nos réunions annuelles. Quelle sera la forme même de l'Association dans les années post-an 2000 ?

L'équipe de rédaction de la *Revue canadienne d'économie familiale* a également changé, et le transfert de l'Île-du-Prince-Édouard au Manitoba est maintenant presque terminé. En fait, ce numéro de la *Revue* est le premier réalisé presque entièrement sous l'égide de la nouvelle équipe. Une fois encore, nous aimerions reconnaître le travail de nos prédécesseurs, et les remercier de leur aide pendant cette période de transition. Vous remarquerez peut-être que tous les nouveaux noms n'apparaissent pas dans la cartouche de titre : nous avons réussi à persuader Estelle Reddin de prendre le poste clé de réviseuse de textes, et nous continuons à profiter des talents de Henry Dunsmore, qui s'occupe de la mise en page et du dessin de la *Revue*.

Au fur et à mesure que vous lirez ces pages, vous remarquerez que le changement est un thème omniprésent. Maria Mayan nous présente une analyse du changement social en Alberta en relation avec la mise en œuvre du Guide de politique familiale d'Alberta par un groupe de fonctionnaires. De l'autre côté du Canada, Sue McGregor et ses collègues discutent les conséquences d'un changement de stratégies pédagogiques au secondaire en analysant l'économie de la consommation selon quatre perspectives théoriques. L'équipe de recherche de Bette Lemke présente un nouveau point de vue sur les similarités familiales importantes observées dans l'apport lipidique et met l'accent sur l'importance de l'éducation nutritionnelle des jeunes enfants.

Tout en exprimant son inquiétude quant à l'avenir de l'Association canadienne des étudiantes/étudiants en économie familiale (ACHES), Darla Andrews, une étudiante universitaire, nous offre une réflexion sur sa participation à la conférence annuelle de l'Association et ses pensées sur l'avenir de l'organisation. Et l'article de Mary Leah DeZwart nous permet de trouver de l'inspiration dans le passé, en relatant le travail de Mary Urie Watson, un véritable agent de changement pour l'économie familiale canadienne.

Certains d'entre nous attendent ce changement avec impatience, alors que d'autres le considèrent plutôt comme un bouleversement inutile. Quel que soit votre point de vue, cette fin de siècle est pour le moins troublante. Les Canadiens réduisent, rajustent et économisent. Écrivez-nous pour nous faire part de vos vues sur le changement et l'anticipation qui attendent les économistes familiales canadiennes.

As we draw nearer to the edge of the next millennium, our thoughts and words are bound to include those of anticipation and change. Certainly the Canadian Home Economics Association itself fits the pattern. A change occurred at the July annual conference in London as we witnessed the election of our new Association Executive and we look forward to their initiatives in the year ahead. We also welcome new staff Marilee Fazil, Barbara Cummergen, and Bethany Sutton to the CHEA National Office.

At the same time, we wonder what trends are being reflected in the decline in the CHEA membership rolls? The low conference attendance prompts one to question the format, timing, and venue of our annual meetings. What do we anticipate the very form of the Association to be in the post-2000 years?

The *Canadian Home Economics Journal's* editorial team has changed too — the switchover from Prince Edward Island to Manitoba is now nearly complete. In fact, this *Journal* issue represents the first edition almost entirely under the guidance of the new team. We again gratefully acknowledge the work of our predecessors and their assistance through the transition stage. You will note that not all names that appear on the masthead are new: we have managed to cajole Estelle Reddin to take on the important job of copy editor, and we continue to rely on the talents of Henry Dunsmore who is responsible for the *Journal's* layout and design.

As you turn these pages, the theme of change runs throughout. Maria Mayan offers us an examination of social change in Alberta as it relates to that province's public servants' implementation of the Alberta Family Policy Grid. From the other side of Canada, Sue McGregor and her colleagues discuss the outcomes of changing high school teaching strategies by studying consumer economics from several theoretical perspectives. Bette Lemke's team of researchers offers a new look at significant family similarities in fat intake and emphasizes the importance of nutrition education directed toward young children.

Concern about the Association of Canadian Home Economics Students (ACHES) is expressed by University student Darla Andrews as she reflects on her own participation in this year's ACHES conference and ponders the future of that organization. And we can be inspired by tales from our past with Mary Leah DeZwart's description of the work of Canadian home economics agent of change, Mary Urie Watson.

Some of us anticipate change eagerly, while others view it as unnecessary upheaval. Whatever your point of view, this *fin de siècle* period is unsettling. Canadians are downsizing, rightsizing, and economizing. Write us to tell your story of anticipation and change for Canadian Home Economists.

Susan G. Turnbull Caton
Editor / rédactrice

Public Service Culture in Alberta

by Maria Mayan

This article is the first of a two-part series on what can be learned from the implementation of the Alberta Family Policy Grid. It is a description of the culture of the Alberta provincial public service. Public servants charged with the task of implementing the Alberta Family Policy Grid revealed the rules that guide their behaviour and that outline the Alberta public service culture. The article focuses on these rules. The Alberta public service culture is then contrasted with the new public service culture that is outlined in the literature and that some Western governments are attempting to realize. The second article, accepted for publication at a later date, outlines the dominant values of the neoliberal Alberta government and the implications these values have for families.

The Alberta Family Policy Grid

In 1992 the Alberta government, through the organizational body of the Premier's Council in Support of Alberta Families, developed a family policy framework and called it "The Alberta Family Policy Grid." The Grid is a statement of eight principles or criteria that were to be used to develop and assess policies affecting Alberta families and to increase the government's sensitivity to the impact that policies have on family well-being. The Grid's central assessment question was, "Will this policy be supportive and encouraging toward Alberta families?" (Alberta Premier's Council, 1992, p.1). The intent was to bring all legislation, policies, programs, and administrative activities of government in line with the principles reflected in the Grid. Thus, the purpose of the Grid was to bring families to the forefront of policy-making in Alberta.

During initial implementation of the Grid, a change in provincial leadership occurred. In September, 1992, Donald Getty resigned as Premier and in December, 1992, Ralph Klein won the Conservative leadership race to become Premier of Alberta. Since then, Premier Klein has brought about radical changes in provincial government operations and the public service culture in Alberta.

The New Public Service Culture

A culture consists of a group's fundamental beliefs and values that organize

and guide its everyday life (Fetterman, 1989). The concept of culture is meaningful to study because of the profound influence of culture on an individual's behaviour. A culture decides the rules that determine what is and is not considered appropriate behaviour.

A provincial public service has a culture or set of fundamental beliefs and values that influence how its pub-

Abstract

Provincial governments have cultures that organize and guide public servants' behaviour. Within the last few years some Western governments have attempted to change their cultures. They have talked about re-inventing their government or becoming more "entrepreneurial" or "empowering." This is a time of radical change to provincial government operations in Alberta brought about by Premier Ralph Klein. In this paper, the public service culture in Alberta is examined. Specifically, 25 public servants were interviewed about their task of implementing a policy framework, "The Alberta Family Policy Grid." Through these discussions, the rules that guide their behaviour and that outline the Alberta public service culture were revealed. The results have implications for human ecologists who are advocating with their provincial governments for changes for families. The understanding gained through this paper can be transferred to understanding the culture of other provincial public services. Consequently, by gaining an inside look at our public service cultures, we are better able to appropriately influence or lobby these governments to bring about changes for families.

Editor's Note

Data for this paper were collected as part of a PhD dissertation.

Résumé

Les gouvernements provinciaux possèdent une culture particulière qui organise et guide le comportement de leurs fonctionnaires. Au cours des quelques dernières années, les gouvernements de certaines provinces de l'Ouest ont tenté de modifier leur culture en se réinventant et en devenant plus entrepreneuriaux et stimulants. Dans cet article, nous examinerons la fonction publique de l'Alberta pendant une période de grands changements dans les opérations de cette province, le mandat du Premier ministre Ralph Klein. Pour les besoins de cette enquête, nous avons interrogé 25 fonctionnaires responsables de la mise en oeuvre d'un cadre d'action pour le Guide de politique familiale de l'Alberta. Ces discussions nous ont permis de découvrir les règles qui régissent le comportement des fonctionnaires et définissent la culture de la fonction publique albertaine. Les résultats de cette enquête ont des répercussions importantes pour les économistes familiales qui plaident en faveur de changements favorables à la famille auprès de leurs gouvernements provinciaux. En faisant la lumière sur le cas de l'Alberta, cet article nous permet de comprendre également la culture fonctionnaire des autres provinces. Cet aperçu de la culture de la fonction publique nous rend plus capable d'influencer et d'encourager ces gouvernements à apporter des changements qui bénéficieront les familles.

The Author

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lic servants behave. Within the last few years some Western governments have attempted to change their public service culture. The new public service culture described in this paper does not follow one particular movement or one particular author's conceptualization, but attends to the main message of the new public service culture from various movements and authors.

With the support of the popular Osborne and Gaebler (1992) book on reinventing government, and other popular as well as scholarly work, governments have talked about reinventing, redesigning, reconceiving, and reforming their public service, or shifting to an entrepreneurial or empowering public service culture. For example, a quote in Kernaghan (1992) from the Canadian government's report, *Public Service 2000*, contrasts the traditional public service culture with a new, empowering one:

In a command and control management culture, delegation is usually understood to involve handing over tasks to employees who follow guidelines, avoid taking risks, and who carry out duties in traditional, sanctioned ways. Empowerment, by contrast, encourages managers, supervisors and employees to try new ways of achieving goals, motivating them to be creative and innovative in improving the service they deliver. (p. 197)

However, not surprisingly, the most cited impetus for reforms or reinventions of the public service is fiscal restraint (Kernaghan, 1992; Tellier, 1990). Governments are saying that they have to wipe out their deficits and reduce their debts and, in doing so, are reinventing how they operate or the way they "do business."

The Alberta government has been a leader in changing the way it does business. Guided by the catchy phrase, "getting out of the business of business," Premier Ralph Klein brought about vigorous changes, concentrated in the years 1993 to 1996, to eliminate Alberta's deficit and reduce its debt. In this process, department budgets were cut, staff were laid off, departments were merged, special councils were wiped out, and certain services were discontinued or privatized.

These changes to the government's way of doing business affected its public service culture and the rules that guide public servants' behaviour. To complicate matters, these changes oc-

curred simultaneously with the request of the Premier's Council that public servants implement the Family Policy Grid. Consequently, as public servants described the implementation of the Grid, they also described the altered public service culture within which they were attempting to implement this policy framework.

PURPOSE OF THE STUDY

The purpose of this paper is to share the results of the investigation of public servants' experiences in implementing a policy framework in order to develop an understanding of the Alberta public service culture. The findings are extremely important for all humanecologists across Canada whose governments are also making radical changes. By understanding the rules that outline the Alberta public service culture, we are better able to influence, infiltrate, or have an impact on governments with similar cultures in order to bring about changes for families. Furthermore, by gaining an inside look into this type of public service culture, we are better able to critically analyze government actions and the role of public servants in these actions.

METHOD

A qualitative study was undertaken to explore the subjective experiences of public servants with the task of implementing the policy framework. The essence of the qualitative approach is to understand the meanings that the rules, issues, and behaviour of a culture (Field & Morse, 1985) have for its members.

Ethnography was the specific method employed in this study. Ethnography is the process of discovering a pattern of behaviour in a group's way of life (Agar, 1980; Fetterman, 1989; Field & Morse, 1985; Shimahara, 1988). "Doing ethnography" is writing about people and their daily lives (Fetterman, 1989; LeCompte & Preissle, 1993). I focused on public servants' reported behaviour as they implemented a policy framework and, as a result, I discovered some of the rules that guided their behaviours and everyday life (Berger & Luckman, 1967) and were inherent to the public service culture.

Data were collected by means of unstructured, face-to-face interviews with public servants from various Alberta government departments. Departments were chosen according to a maximum variation sampling strategy.

Maximum variation sampling is employed when the purpose is to discover a pattern within a very heterogeneous population (Patton, 1990).

Because the policy framework was being implemented across all departments within the heterogeneity of government, it was important to choose departments to mirror this diversity. The departments chosen were Economic Development and Tourism, Education, Family and Social Services, Health, Justice, Labor, Municipal Affairs, the Premier's Office, Treasury, and Public Works Supply and Services.

Public servants from these departments were selected according to a purposive sampling strategy. The choice was based on their experiences and according to the theoretical direction of the research (Patton, 1990). A total of 25 public servants were interviewed over a nine-month period until recurring comments emerged as themes. The term "public servants" in this paper refers to bureaucrats in middle management positions who implement elected officials' decisions. In the Alberta government these middle management positions had titles of Executive Manager, Executive Director, Manager, Director, Assistant Director, Consultant, and Policy Analyst.

FINDINGS

Data analysis resulted in identification of three themes that underlie the rules guiding public servants' behaviour. Each theme is outlined and illustrated by four or five quotes from the entire data set that best exemplify the theme.

Despite variations in departments and participants' experiences, there were no differences in their descriptions of working in the public service. Whether they were in departments with a primary focus on economic policies, such as Economic Development and Tourism, Labor, Municipal Affairs, or Treasury, or in departments with a primary focus on social policies, such as Education, Family and Social Services, or Health, public servants presented a single unified picture of the Alberta public service culture.

A profile of the Alberta public service culture was created from participants' reported experiences in implementing a policy framework. The rules that outline the culture of the Alberta public service build on each other and are expressed through the following three themes: "Certain select few make

decisions," "Public servants follow," and "Toe the line."

"Certain select few make decisions"

According to participants, the Premier of the province dictated the decisions of government. In addition, they perceived that other elected officials in government, because of their relationship with the Premier, could influence government decision-making. For example, one participant explained that if your work is "connected" within the Progressive Conservative party, the Premier's party, "then things can happen for you."

In government the more powerful you are as a cabinet minister, the more you'll have things done. People talk about how powerful the Deputy Premier is in terms of getting what he wants, compared to others. So a powerful minister who has the ear of the Premier says, "I'm sure I can get this from him." So that's how it works.

In politics various groups have to fight and that's the nature of politics — you have to fight...to get the Premier's ear. So, given this time of scarce resources, everything depends on how someone fights for what they want... You want to preserve your department, and that's the nature of politics. If you are very powerful in terms of, let's say your work is connected in the PC party, then things can happen for you.

We have the new Premier come in and it's cut-backs. And he's the King. And there is a lot of stuff that goes on...and you just see, it's still so much who you know...If you are a good buddy with another Minister, that's how you get stuff put through. And it's not representing what the people want.

We get politicians that come in, that have a totally different agenda and...they don't care what's being said. ... And we talk about change coming from ground up, grass roots, and listening to the community! You know, we make recommendations and do reports, but we have Ministers in here that have their own agendas. We've got MLAs that are very rightwing and very ill-informed.

"Public servants follow"

The second theme, "Public servants follow," emerged as a result of participants' explanations that they adhere,

unquestioningly, to the priorities determined by the Premier and the select few or their "task masters." The rule public servants follow is that elected officials direct their work and they act accordingly:

If I'm in middle management and I get something and I know that my taskmasters are saying this is important, we want this assessment for real and in depth, then I'm going to work hard at making it. I'm committed to it because the senior people I report to are committed to it.

The civil servants have to do what the politicians desire. If there is a strong political will to do something, then the bureaucrats are directed to do it. If it is not a political imperative at the time, then we have to focus on other areas where there is a political imperative.

In the government to get commitment, you have to have political will, so it has to be the politicians who believe that something is valuable or essential ... because civil servants have to take the direction from the political wing.

The mandate from the Premier is such that "thou wilt do this and that"...so, how do I say this, you know, you're lucky to have a job. If you don't want it, then get out.

"Toe the line"

The third theme, "Toe the line," is similar to the second theme. They differ, however, in that "Toe the line" expounds on what it means to support elected officials' priorities. The participants reported that they must support what elected officials' support and do so even if this means disregarding or ignoring their own values and beliefs:

The thing about government is, it's very political. And you pretty much have to toe the party line, like it or not, or you don't have a job. And that's really the bottom line. ... You have to espouse the values that you're told to espouse, given the hierarchy that we work with. So, if your particular Minister says, I believe in traditional family values, then that executive director is going to have to toe that line. I know that, everybody knows that. Whether you would vote that way or whether you have those ideological beliefs yourself, it's a whole different story. But that's the reality. So if you're really

going to try to work from the inside, you, somehow, without being subsumed or sucked into the vortex, have to be able to manipulate your way through that type of jungle.

Given the way government works, even if you disagree with it and you're told that it has to be done, you'll do it.

It's hard to set aside your own personal values, but when you're doing something representing your organization, you have to keep reminding yourself of what the organization believes in, and that's what you're there to do.

Bureaucrats know what is going on, but they just have to roll with it because people get caught up in the game. I think politicians, initially before they're elected, they're out there, maybe advocating for families and promising changes, etc., etc. And then, as soon as they're elected, they're in there. And certain senior members just say, "This is the way it is...so don't make any trouble." So you just have to toe the line.

There is a major stumbling block when it comes to change, because ... if you want to rock the boat a little, the rest don't really like it too much. And so if you want to be acceptable in government, you can't be active.

DISCUSSION

A culture is characterized by the rules created and used by a group to organize its behaviour. The participants in this study described the rules that underlie the public service culture in Alberta: "Certain select few make decisions," "Public servants follow," and "Toe the line." These rules are familiar in the top-down, hierarchical, and centralized operations that are typical of traditional, bureaucratic systems and that enable elected officials to maintain control of decision-making.

The first theme or rule, "Certain select few make decisions," describes how the decisions of government are dictated by the Premier or by elected officials who have support from or the "ear of the Premier." The favoured officials will be supported in their initiatives and consequently will have resources to pursue their departments' priorities. Furthermore, one participant suggested that priorities are not developed out of needs of citizens, but through the Premier's favouring cer-

tain issues and/or certain elected officials presenting the issues.

Having decisions made by the elected officials is appropriate and is fundamental to the nature of good government. However, this theme demonstrates the high degree to which public servants see that decision-making in Alberta is concentrated among the Premier and the chosen few officials. This high concentration of decision-making power in Alberta among the Premier and his favoured few has been documented by Harrison and Laxer (1995) and others who have followed the course of Premier Klein's leadership. As Lisac (1993) describes, Premier Klein is a controlling leader who likes order and sticks to established authority. His government's landscape is made up of those who wield power and who are automatically supported by the public service (Lisac, 1993).

The second and third themes or rules, "Public servants follow" and "Toe the line," also reflect this high concentration of decision-making power. The second theme, "Public servants follow," indicates that public servants will comply with decisions made as a result of the political will of the Premier and other favoured officials or their "taskmasters." This is part of the Alberta public service culture: public servants "have to do what the politicians desire."

The third theme, "Toe the line," is a common phrase applied in various contexts. People who "toe the line" go along with what is authorized or sanctioned or accepted as a given. They adjust to or act upon that which is decided by authority, even if it conflicts with their personal philosophies or values.

Acting on the will of politicians, as described in the theme "Public servants follow," is realistic and necessary for the public service to serve the government of the day. However, the theme "Toe the line" brings to light what is actually expected in Alberta when "public servants follow" elected officials' decisions. As explained by study participants, "To toe the line, you have to espouse the values that you're told to espouse." Working within the public service culture means you cannot disagree, make trouble, "talk negatively," or "rock the boat." You must toe the party line or "you don't have a job." The bottom line is that you must support policy initiatives that you may not personally agree with or be committed to and "these are things you

have to bear."

An example of toeing the line is evident in Taft's *Shredding the Public Interest* (1997). Taft worked on an Alberta government project that examined how services for seniors would be managed in the future. When the Klein government was elected, however, the release of the final project report was cancelled and all 2,000 copies of the report were ordered shredded. The reason, according to Taft, was that the report went against the core message of the Klein government that public spending was "skyrocketing, soaring, and out of control" (Taft, 1997, p. 1). Taft believed that the government was deceiving the public. He had to choose whether or not to follow his own values and make the public aware of what occurred or comply with the decision of the elected officials and silently make the report disappear. He had to choose whether or not to "toe the line"; he chose not to.

CONCLUSION

Within the Alberta public service, "Certain select few make decisions," "Public servants follow," and public servants "Toe the line." These themes directly oppose a new public service culture — described by such words such as entrepreneurship, innovation, freedom, autonomy, enablement, empowerment — and a shift from top-down management. (For a more comprehensive look at the new public service, see Borins, 1995; Kernaghan, 1991, 1992, 1994; Manion, 1994; Peters and Savoie, 1994; Rawson, 1991; and Savoie, 1995.)

In this new public service culture, public servants would be recognized as the most important asset of government (Tellier, 1990). Elected officials in this new public service culture would share decision-making power with public servants (Siegel, 1994). Public servants would feel trusted, supported, and encouraged by elected officials and, consequently, be motivated to make full use of their skills and creative energies and value what they do (Thomson, 1991). Since this new public service culture recognizes that the effectiveness of government depends on public servants' sense of efficacy and competence, blind obedience to orders and rules would no longer be demanded nor desired (Todres, 1991).

Contrary to the new public service culture, Alberta's public service mirrors a traditional culture where the Premier clings to established authority

(Lisac, 1993) and blind obedience is still expected. Public servants are not encouraged to be innovative, creative, or autonomous. There has been no shift from a top-down decision-making structure to a sharing of power with public servants.

Thomson (1991) alerts us to problems with public service cultures like that of Alberta. He states that it is no longer acceptable to assume that public servants will set aside the values that direct their lives so they can take on and, if need be, act against their own values to follow the government of the day. He warns that governments can do serious harm if they see public servants as blank tablets who are malleable to major changes in policy direction or work environments and insist that they do the impossible of separating personal and work values. Public servants cannot be seen as "hired hands" (Dewar, 1994, p. 5), "handmaidens," or blind followers who act without vision or conscience (Todres, 1991, p. 14). If governments continue to see public servants in that vein, problems of leaked documents or overt violations of the oath of secrecy are likely (Thomson, 1991), as in the case of Taft described earlier.

IMPLICATIONS

The Alberta public service is stuck in a traditional top-down rule-bound culture. There are several implications in these findings. But first, readers are challenged to consider the possibility of the transferability of this study. Transferability means the opportunity for them to examine the context of the study and, if similar to their own situation, apply or transfer the results to gain understanding of their situation (Bogdan & Biklen, 1992). In this case, readers need to go beyond the confines of this Alberta data to consider whether these findings are applicable to their own provincial governments.

Following are five implications derived from the study:

First, by knowing and understanding the rules that are apparent in the current Alberta public service culture, we know that if we want to influence, infiltrate, or impact the government to bring about changes for families, we need to know who really has decision-making power. All elected officials are not power-holders. So, even being able to rally certain Ministers or Members of the Legislative Assembly to join us on a family well-being issue may not

mean anything unless they are included in the favoured few. Also, we know we should never doubt the decision-making power of the Premier in this type of culture.

Second, for the same reasons, we need to be wary of any requests by the Alberta government for citizen participation in decision-making. Because decision-making power is so highly concentrated in the Premier and the favoured few, it is futile to put a lot of time and energy into any effort for families not directly supported by the Premier or his inner circle. It will not succeed. Moreover, participating in an effort that will not be, in the end, seriously considered, crushes our will to bring about changes for the well-being of families. Therefore, the Premier and favoured few have to be persuaded an effort is more than a good idea — it has to be directly meaningful to them.

Third, public servants in Alberta obviously have little or no input into the decisions made and actions taken by the provincial government. Therefore, as Milward and Rainey (1983, p.1) warned, "Don't blame the bureaucracy." This means that in any province where a traditional, bureaucratic system is entrenched, it is important to realize that public servants are judged for their adherence to process and rules, rather than outcomes. Simply put, public servants cannot be held accountable for outcomes in which they have no influence or input, but can only be evaluated according to how well they follow process and rules. Consequently, it is crucial for human ecologists not to blame or fault public servants for the decisions of an elected government that affect families. Instead, it is important to understand public servants' possible frustrations and, if possible, work with, rather than blame, those who are in these volatile positions.

Fourth, there are extensive implications for the future if public service cultures across Canada mirror Alberta's. Within a stifling culture, like that of Alberta, the chances of attracting and maintaining honest, dynamic, and highly skilled individuals is remote. Instead, a stifling culture will attract individuals who are comfortable with being robotic and letting decisions go unchecked and unchallenged. Consequently, with unquestioning public servants, the concentration of power

among a few officials will likely increase.

Finally, although Osborne and Gaebler's (1992) *Reinventing Government* is reportedly like a bible for Alberta cabinet ministers (Laxer, 1995), this does not mean the government is embodying the principles of the new public service culture described in the book. Just because it looks as if a government is moving toward a new public service or changing the way it does business, this is not necessarily so. Human ecologists need to look critically at governments that radically change or claim a reinvention, redesign, or empowerment of their public service to ensure that the "new public service" is truly being attempted. It may, as seen in Alberta, be rather just the opposite — the entrenchment of a traditional command and control public service culture.

Public servants' description of the Alberta public service culture enables human ecologists across Canada to increase their understanding of the internal operations of the Alberta provincial government and, possibly, transfer the findings to understanding their own provincial governments. By increasing our understanding of public service cultures, we will be better equipped to influence and critically analyze government actions for the benefit and well-being of families.

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A Multi-Theory Lens Analysis of Project Real World—A Canadian Consumer Education Curriculum

by Sue L.T. McGregor, Valentine ChirChir, Rose Couch, Dorothy Jobolingo, Grace Manyenga, and Michelle Pothier

Educational professionals are charged with the responsibility of analyzing the knowledge base of their curricula, a process that can be achieved by applying theoretical frameworks to a field of study. This paper reports the use of a multi-theory lens to examine a contemporary Canadian high school consumer education curriculum, Project Real World (PRW). Originally, the research was intended for the benefit of students in a graduate consumer education course to provide them the opportunity to use four different theories in an analysis of a consumer education curriculum. Because the results were so revealing, it was decided to share them with other home economists. Awareness of PRW and its ability to increase their understanding of consumer economics provides teachers with a useful teaching strategy, research, and advocacy strategy.

Consumer educators can choose to be concerned with various aspects of adolescent consumer behaviour using several theoretical frameworks: systems theory to understand the balance within the family system while managing consumer behaviour; developmental or life cycle theory for the life cycle demands on consumer behaviour; economic exchange theory for the cost/benefit analysis of consumer transactions; and the Family Member Involvement (FMI) model for the interaction between family members during consumer decision making.

The purpose of this research was to analyze the PRW curriculum using a multi-theory lens to examine the extent to which PRW reflects (in all likelihood serendipitously rather than intentionally) these four theoretical perspectives; the extent to which specific modules exhibit each theory; and the usefulness of PRW in helping teachers to understand consumer education from

these theoretical perspectives. Subsequent interpretation and activation of PRW in the classroom could reflect this multi-theory perspective on consumer behaviour in the marketplace.

The Project Real World Curriculum

PRW is an activity-based program designed as an outcome of a Federal/Provincial Consumer Education and Plain Language Task Force. Its objective is to empower Grade 10-12 students to cope with, question, and manage the multitude of changes in the macro environment that impact on the consumer in the Canadian marketplace (Federal/Provincial Task Force, 1992). It consists of five modules entitled The Canadian Marketplace and You, Your Economic Decisions, Resource Management Skills, Entrepreneurship and the World of Work, and Citizen Participation.

PRW uses Bannister and Monsma's (1982) classification system for consumer education concepts, called "Classi." Classi encompasses 154 consumer concepts. There are three broad categories: decision making, resource

management, and citizen participation; also 8 second-level, 36 third-level, and 107 fourth-level concepts. Bannister and Monsma propose a hierarchical cope-to-influence continuum for Classi such that consumers sequentially gain skills for effective marketplace behaviour. These skills include coping, questioning, planning, purchasing and conserving, participating as citizens, and influencing change. Table 1 profiles the scope of each module.

Abstract

A multi-theory lens analysis of Project Real World (PRW), a 1992 five-module Canadian consumer education curriculum, is reported. It suggests that teachers can turn to PRW for four different theoretical perspectives from which to understand high school consumer economics: economic exchange theory, systems theory, developmental or life cycle theory, and, to a lesser extent, the Family Member Involvement (FMI) model. Making a change in teaching strategies to view consumer economics through several lenses allows teachers to support students in becoming more enlightened economic agents in the Canadian marketplace.

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Note

S. L. T. McGregor was the coordinating author and wrote the final paper. The other five authors collected the data and analyzed the results as part of a university graduate course in Consumer Education.

Author's Note

Margaret Bateman Ellison, PhD, Mount Saint Vincent University, coined the phrase "multi-theory lens analysis."

Résumé

Une analyse multi-théorique du Projet réalité (Project Real World), un programme canadien d'éducation des consommateurs en cinq modules mis sur pied en 1992, suggère que ce projet offre aux enseignants quatre perspectives théoriques différentes pour comprendre l'économie de la consommation au niveau du secondaire : la théorie de l'échange, la théorie des systèmes, la théorie du cycle de vie et, à un degré moindre, le modèle de la participation des membres de la famille. Changer de stratégies pédagogiques en analysant l'économie de la consommation de différents points de vue permet aux enseignants d'aider les étudiants à devenir des agents économiques plus informés sur le marché canadien.

THEORETICAL FRAMEWORKS

Systems Theory

Systems theory applied to families is concerned with how the family unit is functioning to keep itself in equilibrium or harmony within and without. Systems theory enables us to analyze resource management within families by perceiving the family and its individual members as a managerial unit interacting with its surrounding environments so as to maintain an internal state of balance. The permeability of the boundary of the family system determines its receptivity to information and other inputs to the system.

With systems theory, one can focus on the managerial subsystem of the family: internal and external demands on it (input); available resources, both material and human; actions taken to deal with these demands (throughput comprising planning and implementation); results of these actions (output and evaluation); and feedback, the actual impact on the family and its management function (Deacon & Firebaugh, 1988).

Developmental Theory (Consumer Life Cycle)

The life cycle perspective of family behaviour stems from developmental theory and can be used to explain the demands on financial management decisions during each stage of the life cycle. This perspective assumes that people need to learn various tasks at one stage prior to moving on to the next stage.

Stampfl (1978) uses the family life cycle perspective to conceptualize the varying marketplace requisites for families and individuals in a range of family structures. He profiles consumer needs in thirteen different life-cycle stages using the following consumer elements: consumer characteristics, typical product and service purchases, marketplace concepts and knowledge, marketplace skills, typical marketplace problems, and levels of resources. He argues that the consumer life cycle is a useful way to conceptualize consumer education needs of families and individuals as they cumulatively gain experience and master related tasks in the marketplace.

Economic Exchange Theory

Exchange theory is another way to view the consumer and managerial behaviour of families and individuals. It uses a rational consumer purchase cost/benefit analysis to explain con-

sumer satisfaction. Exchange theory is based on these basic assumptions:

- Families and individuals are rational and therefore capable of making decisions and taking actions in the marketplace.
- Families make decisions or choices based on an assessment of the anticipated costs and rewards of various alternatives. Families and individuals will strive to maximize rewards and minimize costs. Rewards may include social and peer approval, autonomy, and physical or financial security. "Opportunity costs" commonly take the form of lost time, money, or energy, inconvenience, or anxiety over consumer choices.
- Choices or decisions are restricted by "bounded rationality." This means that families and individuals when making choices strive to be as realistic as possible within the constraints of their daily life.
- Family members can initiate a sequence of actions to carry out a decision; these actions are limited by the information family members possess and their ability to process this information (Zimmerman, 1988).

Striving for optimal satisfaction within the constraints of bounded rationality and a cost/benefit analysis for consumer purchases is the focus of economic theory as it applies to family.

Family Member Involvement Model

The basic premise of the Family Member Involvement (FMI) model is that, for a high-involvement consumer purchase. The family system is the consuming unit rather than the individual resorting to the family as a reference group. The FMI model stresses the interaction and involvement among family members during a consumer decision, yet it also respects the ecological perspective and acknowledges the reciprocal relationship between family consumer decisions and the macro-environment.

The FMI model argues that the nature of the consumer decision process of the family system is characterized by the type of product or service, the different stages of the dynamic decision process, and family member involvement. The latter takes into consideration role specialization, influence and power, and the degree of interaction among family members before, during, and after a consumer decision. This module assumes that the family

can make a consumer decision as a group or individual or different pairs of family members may at times be the consuming unit.

The FMI model of the family consumer decision process highlights flexibility and comprehensiveness. The fluctuating identity of the person(s) making the purchase decision and their relationship with other family members is explainable using the FMI model (MacDonald, Crown, Kieren & Badir, 1990; McGregor, 1984; McGregor, Crown, Badir & MacDonald, 1987).

METHODOLOGY

A content analysis was conducted by five graduate students in a consumer education course. Analysis focused on three of the five PRW modules: the influence of the Canadian marketplace, the nature of economic decisions, and the level of resource management skills on consumer economic decisions (Table 1, Modules 1, 2, and 3). Interpretations of what constituted "proxy variables" or "indicators" for each theory were not standardized since the student researchers conducted their first round of analysis as a learning exercise.

The team of five researchers scanned each of the three modules four times, once for each theory, for concepts or manifestations of concepts for each theory, rather than for principles or assumptions relevant to the theory. The five independent layers of content analysis were then amalgamated by the course professor (McGregor) who also conducted and drafted the composite analysis and discussion and recommendations presented in this paper.

A 65% reliability coefficient was achieved using iterent scanning by the five students, four times for each module, over a period of time. This means that they agreed on their content analysis 65% of the time. Krippendorff (1980) and Sepstrup (1981) both state that 70% reliability is preferred if two people code the data twice at different times. The use of this reiterative approach is a recognized means of drawing out a sense for the *context* as well as the *content* of documents (Miles & Huberman, 1984).

RESULTS AND DISCUSSION

Results are presented in a discussion for each of the three modules from each of the four theoretical perspectives. Each discussion begins with the most prevalent theory identified, followed by the others, in descending order (see Table 1).

Table 1: Scope of Five Modules in Project Real World Curriculum and Predominant Theories

Name and scope of module	Predominant theories in each module
<i>The Canadian Marketplace and You</i> focuses on globalization of the market, advancing technology, the environment, the economy, social and political changes, and the impact of these spheres of the macro-environment on the consumer.	Reflected predominantly systems theory then exchange theory.
<i>Your Economic Decisions</i> focuses on the individual, the decision process, and on factors which influence the decision process.	Reflected predominantly exchange theory and consumer life cycle theory.
<i>Resource Management Skills</i> focuses on individual financial planning and shopping skills.	Reflected predominantly exchange theory, systems theory, and life cycle theory.
<i>Entrepreneurship and the World of Work</i> focuses on self-assessment and the skills required to career-plan, job-find, and venture into self-employment.	Not included in the analysis because this module dealt with the generation and protection of financial resources, while modules 1-3 dealt with expenditure and management of financial resources
<i>Citizen Participation</i> focuses on increasing the student's awareness of rights and responsibilities, the consumer protection framework, complaint procedures, and assertiveness in the marketplace.	Not included in the analysis. The systems theory concept of output in the form of complaining and redress is in this module.

Module One: The Canadian Marketplace and You

Module one exposes students to the complexity of the marketplace and the impact of this external arena on their economic decisions. Evidence of *systems theory* was found in this module. Using systems theory, the consumer is viewed as a sub-system (unit) interacting with the larger environment. The spheres of the external environment (economic, social, political, technological, and ecological) are all systems that affect to some extent adolescent consumer behaviour in the marketplace. PRW regards these systems as interdependent. If something goes wrong in one sphere, it affects the other spheres resulting in disequilibrium in the entire system. Eventually, the adolescent consumer is affected. PRW was found, however, to disregard the reciprocal impact of consumer decisions on these spheres, contrary to recommendations by Bannister and Monsma (1982). Rather, this module focuses on the resources and pressures in the larger environment and how these can act as inputs to an adolescent's managerial decisions demanding attention and action. Internal individual goals and value systems, as inputs to the adolescent's managerial system, are also evident in this module.

To a lesser extent vestiges of *exchange theory* were apparent in Module One. The adolescent consumer

weighs the costs and benefits of interactions with systems of the external environment. This is especially evident in a section of the module on the consumer and the economy. Although the concepts of bounded rationality, reciprocity, profitability, comparison level alternatives, and opportunity costs are not explicitly mentioned, they are implied and can be deduced from the context or content.

Life cycle theory also is evident in Module One. The intended focus of PRW is the adolescent and its emphasis is on the identification of the skills and knowledge necessary for adolescents to function efficiently in the marketplace at this developmental level. The module also includes addressing society's influence on the consumer decisions of adolescents. Societal influences shape product choices as well as define characteristics of a consumer group (demographics and socio-economic variables). The larger economic sphere influences level of resources while technology influences marketplace problems. The special consumer marketplace concepts and knowledge needed by an adolescent are illustrated in Module One including a detailed account of advertising.

There is also evidence of the *FMI model* in Module One. However, it does not accommodate family member interaction in the family buying unit; it addresses only the challenges

of the individual adolescent consumer rather than a family unit. It does accommodate the impact of the political, economic, and social systems (part of the external environment of the FMI model) on the individual consumer. Individual value systems (part of the family's internal environment) are alluded to in this module.

Module Two: Your Economic Decisions

Analysis of Module Two showed a predominant incorporation of *exchange theory*. The module focuses on the process of rational individual economic decisions and coming to terms with values, choices, the consequences of those choices and resultant life styles, and opportunity costs. Concepts of exchange theory are implicit in the cost benefit analysis of choosing to conserve, at what cost, and who profits. The module prompts one to ask the question, "Is there some degree of reciprocity, or consideration of future generations, in the conservation movement or is it simply a matter of considering individual rewards gained (savings) from being thrifty (minimizing costs)?"

Several consumer elements of the adolescent stage of *life cycle theory* were identified by inference in Module Two. The section on decision-making and problem-solving skills, especially, presents a concept of marketplace and

knowledge relevant to the adolescent. Adolescents are exposed to different expectations as they move into adulthood. Pending a shift in consumer requirements and characteristics, new tasks are learned for the next stage of the life cycle. Discussion of the impact of peer pressure on a consumer decision is included in the module as well as the relation to adolescent life styles of resource levels and their availability.

There are also components of *systems theory* found in Module Two. The impact of needs, values, wants, and goals (internal inputs) on the individual's managerial sub-system was evident. Changing society through consumers' actions could also be construed as systems theory, i.e., the interaction between the individual system and societal system. A strong focus of Module Two is the decision-making and problem-solving process. It is recognized as one of the key throughput processes and a means of dealing with stresses on the individual's system.

The focus of the *FMI model* is on family member involvement during a consumer decision; however, Module Two focuses only on individual decision making. In fact, the title of Section A of the module is "Focus on the Individual." The module presents the family as an influence on or a reference group for the individual's decision, rather than as the context within which the consumer decision takes place. Patterns of decision making are included in the module but, again, they pertain to the individual rather than a collective family. And, although the module does identify needs, goals, values, life styles, and resources that shape consumer decisions, these concepts are presented in relation to the individual making a consumer decision in isolation rather than in a familial context. It would be difficult to teach the dimensions of family member involvement during a consumer decision using this module in its existing format.

Module Three: Resource Management Skills

Many *exchange theory* concepts were evident in Module Three, especially in relation to the principles of financial planning. Cost/benefit analysis, profitability, comparison shopping, and satisfaction are key elements inferred from the detailed section on financial planning.

Module Three was also found to reflect *systems theory*. It highlights skills and resources (inputs) that impact on the managerial sub-system of the adolescent consumer. Financial needs can be met using a combination of financial tools (insurance, credit, investing, etc.). Developing a financial plan (throughput) and implementation of that plan (action) are accommodated by systems theory; likewise, systems theory is met in the module's inclusion of a dynamic decision-making loop that enables individuals to deal with feedback and establish checks and balances in their resource management skills and their evolving financial plan.

Life cycle concepts are strongly reflected in Module Three, especially in its second section. These are exemplified in Stampfl's (1978) consumer elements as related to adolescent needs: consumer characteristics, level of resources, typical goods and services, knowledge and skills necessary for teenagers, and their special problems in the marketplace. The vulnerability of consumers in the adolescent life cycle stage is a predominant theme of this module.

It is reported that Canadian youth (aged 15-23) spend \$3.5 billion a year in the marketplace, alone or with or on behalf of their parents. Module Three, however, does not address family member involvement in the implementation of financial planning. Rather, it addresses the individual financial planning needs of adolescent consumers, living on their own, spending their own money. Nonetheless, statistics show that about half of Canadian teenage students are employed on a part-time basis. This fact may provide credibility to studying the power of the adolescent in family consumer decisions since these teenagers are living at home while going to school and earning and spending an income.

SUMMARY OF ANALYSIS

The purpose of analyzing PRW using a multi-theory lens was to investigate the extent to which PRW reflects four theoretical perspectives and the extent to which specific modules exhibit each theory. This information helps gauge the usefulness of the curriculum in enabling teachers to understand consumer education from several theoretical perspectives.

In its present format, PRW was found to reflect adolescent financial and resource management (consumer

economic skills) from a variety of theoretical perspectives, but not all theories are evident to the same degree. Of the four theories in the multi-theory lens, exchange theory was found to be most prevalent in the three modules analyzed. It was followed by, in descending order, systems theory, consumer life cycle theory, and the FMI model. Any FMI concepts that appeared in the PRW modules were from an individual perspective, not a dynamic, familial perspective. This may reflect the assumption of the Federal/Provincial Consumer Education and Plain Language Task Force (1992) members that adolescent purchases were for individual use.

The distribution of theoretical perspectives within the modules is varied and inconsistent. In general, modules reflect only two of the four theoretical perspectives but in different combinations. An obvious gap in the tally of theoretical perspectives is the absence of the Family Member Involvement model of consumer decisions. Regardless of the module in question, PRW contains evidence of exchange theory as profitability and cost benefit analysis; systems theory as all three types of inputs; and three of the six dimensions of Stampfl's (1978) consumer life cycle theory — consumer characteristics, concepts and knowledge, and levels of resources. If any FMI concepts appeared, they included the core sub-concepts of decision making and products and services, almost all of the external influences, and select internal influences, especially life cycle, resources, and personal factors. Unfortunately, as previously noted, these are presented from an individual perspective and not a dynamic, familial perspective. This limits the usefulness of PRW when presenting the content of its modules from a home economics standpoint.

Some theoretical concepts were judged to be missing since they could not be intimated from, or inferred to be latent in, the context or content of the modules. These included the law of diminishing marginal return, i.e., decreasing satisfaction with the consumption of each additional unit of good or service; "satisficing," i.e., making do when constricted by bounded rationality; and output — although output, often construed as doubt or dissatisfaction with the transaction, may well be covered in Module 5 which deals with consumer participation in the marketplace, including complaining.

REFLECTION, DISCUSSION, AND RECOMMENDATIONS

Using a multi-theory lens to analyze PRW reveals that it reflects three out of four recognized theoretical frameworks often used by home economists to understand consumer transactions in a market economy: economic exchange theory, systems theory, and developmental life cycle theory. This multi-theory lens analysis also reveals several weaknesses of the curriculum.

First, PRW deals with how environments impinge on the consumer decision process but not on how consumer decisions impinge on environments. A consumer transaction works two ways: the decisions made in the social, political, economic, ecological, and technological systems impact on the consumer and, at the same time, consumers' decisions impact on these systems. Those using PRW need to enrich its current accommodation of this integral two-way but often neglected aspect of the consumer transaction. An ecosystem perspective would enable consumer educators to use PRW to view the family and individual as a managerial unit interacting in a two-way relationship with external near environments and with its own members as it makes consumer economic decisions (Deacon & Firebaugh, 1988).

Second, it seems that the authors of PRW assumed that the adolescent is living in a nuclear family. This is an obvious shortcoming in that there are many different family forms. Adolescents living in single-parent families, blended families, or common-law families may have different consumer needs, resources, and influences than those in the traditional nuclear family. Adolescent parents may have very different stresses on their economic situation. Also, consumer decisions that do occur within different family forms will likely vary. Learning activities could be included in PRW to apply the basic principles of consumer education to these various and emerging family forms, regardless of the theoretical orientation being employed to teach the principles.

Third, expanding the scope of concepts beyond economic exchange theory would greatly enrich consumer education curricula as has been shown by this analysis. Using exchange theory to explain economic decisions and resource management skills is a natural stance to take since most people receive training on this theoretical

perspective and live the ideology of economic theory every day. The authors of PRW cannot be faulted for their reliance on this theoretical perspective, but it is a weakness of the curriculum.

Finally, the individual adolescent operates within a family system. His or her goals affect family decisions just as family goals affect each family member. However, this reality does not come out clearly in the modules. In too many instances in PRW, the adolescent is treated only as an individual who makes solitary decisions and choices in the marketplace. Concepts of roles, authority, interaction patterns, influence, and power are not discussed at all; that is, the dimensions of family member involvement during a consumer decision are not an inherent component of PRW.

The family is referred to as a reference group rather than as a resource and partner in a consumer decision. This approach may reflect reality to some extent, given the increasing autonomy that income-earning teenagers have in the home; however, most adolescents are living in some form of family structure and this collection of individuals goes through numerous consumer decisions every day. Our society expects a great deal of responsible decision-making and actions from consumers of all ages. Many adolescents are not yet as self-sufficient and independent as portrayed in the modules. They need to, and do, operate from a familial context. This reality should be an inherent part of an adolescent consumer education course.

Teachers can find in PRW three different theoretical perspectives from which to understand consumer economics:

- Subsequent interpretation and activation of the curriculum means they could teach cost benefit analysis and optimal satisfaction within the constraints of bounded rationality (exchange theory).
- They could analyze resource management by individuals and within families as they progress through the life cycle stages (life cycle theory).
- They could focus on the managerial subsystem of the individual and family, the internal and external demands on this management function, the available resources, the actions taken to deal with these demands, the results of these actions and the impact of the results on the individual and

family and their management function (systems theory).

- They could not, however, using PRW in its present form, readily infer a family context for individual consumer decisions.

An adjustment in the current format of PRW by incorporating a diversified, family, ecological perspective would enrich the knowledge base of this useful curriculum for consumer education teachers. Even without this adjustment, the multi-theoretical underpinnings of PRW serve as a powerful, enriching tool from which to understand the principles of consumer economics. Their application when teaching consumer education to adolescents can contribute to the empowerment of adolescents to become contributing agents in the Canadian market economy. ☺

Contact Information:

Project Real World can be purchased from the Manitoba Textbook Bureau, Surrey, MB 1-204-483-4040 (price approximately \$30 for all five modules).

Readers can access Classi at <http://www.emich.edu/public/coe/nice> at the National Institute for Consumer Education 313-487-2292, e-mail NICE@emucax.emich.edu

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Family Similarities in Dietary Patterns

by *Bette Lemke, Susan J. Whiting, Heather A. McKay, and Donald A. Bailey*

Risk factors for coronary heart disease, such as high blood pressure, hypercholesterolemia, and obesity, cluster in families (Fisher & Birch, 1995; Oliveria et al., 1992). Because these risk factors may be affected by diet (National Research Council, 1989), it is of interest to determine the degree of similarity of dietary patterns within families. Several comparative studies of dietary intakes of parents and children have found significant positive correlations for nutrients associated with risk of coronary heart disease (Laskarzewski, et al., 1980; Oliveria et al., 1992). In the Framingham Children's Study (Oliveria et al., 1992), most of the information on children's food intake was obtained from the mother. The study concluded that when both parents consumed a diet high in saturated fat or cholesterol, the children were more likely to consume such a diet.

Efforts to separate family influence on dietary patterns into hereditary and environmental factors have used data from twins and siblings. Results have been inconsistent and it is difficult to compare studies due to differences in approach and methodology. Fabitz, Garrison, Feinleib, and Hjortland (1978) studied correlations in twins between intakes of nutrients associated with heart disease. They found that correlations between intakes in the diets of monozygotic (MZ) and dizygotic (DZ) adult twins were confounded by the commonality of present environment, as measured by the frequency of subjects getting together.

De Castro (1993) attempted to separate heredity from past common environment. He measured dietary intakes of energy, carbohydrate, fat, protein, alcohol, and water in MZ and DZ twins. He demonstrated a strong influ-

ence by present environment and heredity, but none by past common family environment.

Sellers, Kushi, and Potter (1991) used data from the Boston Irish-brothers study to examine the relationship of intake of 25 nutrients of men in Ireland to that of their brothers who had lived in Boston for at least ten years. After adjusting for country, 84% of the correlations were statistically significant. Comparison groups of ran-

Abstract

Disease risk factors, such as high blood pressure, hypercholesterolemia, and obesity, that may be affected by diet often cluster within families. Therefore, family similarities in dietary patterns are of interest. Four days of dietary intake data from subjects in a three-generational bone-density study were used to estimate intake of energy, fat, and protein (as percent of energy) and number of servings from food groups. Correlations between 27 child-mother pairs and 12 mother-grand-mother pairs were determined. Significant correlations were found between children and their mothers for dietary factors related to fat intake, percent of energy as fat, and number of servings of Meat and Alternates and of Fats and Oils. No significant correlations were found between related pairs of adult females. The presence of significant family similarities in fat intake emphasizes the importance of nutrition education for both children and their parents, as both may provide positive influences on family dietary patterns.

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This research was conducted at the University of Saskatchewan, 1994 to 1996, and represents work completed by Bette Lemke in partial fulfillment of the MSc degree in Nutrition.

domly selected and unrelated pairs of men from Ireland and Boston were used in order to identify dietary patterns common to members of the same subcultural group. The study supported the influence of heredity and/or past

Résumé

Les facteurs de risque de maladie qui peuvent être affectés par le régime alimentaire (hypertension artérielle, hypercholestérolémie, et obésité, par exemple) se retrouvent souvent ensemble dans une même famille. Les similarités familiales de régime alimentaire présentent donc un intérêt particulier. Les données collectées au cours d'une étude tri-générationnelle de densité osseuse sur l'apport alimentaire d'un groupe de sujets pendant une période de quatre jours ont permis de déterminer les apports énergétique, lipidique, et protéique (en pourcentage d'énergie) et le nombre de rations de chaque groupe alimentaire absorbées, ainsi que la corrélation existant entre 27 paires enfant-mère et 12 paires mère-grand-mère. L'étude a révélé une corrélation significative entre les facteurs diététiques observés chez les enfants et leurs mères en ce qui concerne l'apport lipidique, le pourcentage d'énergie apporté sous forme de matières grasses, et le nombre de portions alimentaires des groupes Viandes et substituts et Matières grasses et huiles. Aucune corrélation significative n'a été détectée entre les paires de femmes adultes. La présence de similarités familiales dans l'apport lipidique met en relief l'importance de l'éducation nutritionnelle à la fois chez les enfants et chez leurs parents, dans la mesure où cette éducation à deux niveaux peut offrir une influence positive sur le régime alimentaire familial global.

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common family environment on subsequent dietary intake independent of similarities in diet due to membership in a common culture.

A study by Garn, Cole, and Bailey (1979) is often cited as evidence of the presence of a cohabitational effect on dietary intake of subjects who live together. However, no comparison group was used to indicate the level of dietary correlations present in pairs of subjects of similar age, income, and geographic area, not living together.

The purpose of the present study was to determine the effect of family influence on dietary patterns in subjects from three generational groups for whom dietary intake data were available. Correlations of dietary factors between related pairs of subjects from adjacent generations, that is, between mothers and children and between grandmothers and their adult daughters (mothers), provided information on family similarities in dietary patterns. To ensure that similarities were related to family and not just to commonalities within the cohort, correlations were also computed between comparable groups of randomly paired subjects, following the procedure of Sellers et al. (1991).

METHOD

Subjects

Two public schools in Saskatoon, Saskatchewan, participated in the University of Saskatchewan Pediatric Bone Density Study (Faulkner et al., 1993). Subjects provided written consent and procedures were approved by the University of Saskatchewan Committee on Ethics in Human Experimentation.

There were 228 students 8 to 16 years of age in the initial cohort. Dietary information, bone density scans, and anthropometric measurements were collected from 1991 to 1996. New subjects were added after 1991 while some attrition occurred. In 1991, the parents and maternal grandmothers of the children were invited to participate in an inter-generational bone density study. Seventy-five mothers and 24 grandmothers were enrolled (McKay et al., 1994). Seventy-six children between the ages of 7 and 12 years of age, 59 mothers, age 31 to 52 years, and 19 grandmothers, age 58 to 83 years, had completed four days of dietary records between November 1993 and November 1994. A comparison of the dietary intakes of these age cohorts has been reported elsewhere (Lemke, et al., 1998).

The original study sample included 27 related pairs of children and their mothers, and 12 related pairs of mothers and grandmothers. Dietary data from these related pairs was used for the present comparison of generational differences in dietary patterns. (In three families, two siblings were each paired individually with the mother.) Subjects from the children's group were randomly paired with all 59 mothers, and checked to be sure that none of the pairs was related, to obtain a set of 59 random child-mother pairs. Nineteen pairs of randomly assigned mothers and grandmothers were similarly constructed.

Dietary Data Collection

Four days of dietary intake data were available for all subjects. Four 24-hour dietary recalls were obtained from the children in November 1993, January 1994, May 1994, and November 1994. Children received an initial 20-minute training session on food-portion sizes. Understanding of food-portion sizes was reviewed prior to each session. Display boards of life-size, two-dimensional pictures of food portions (National Dairy Board, 1990, Rosemont, Illinois) were on display at the time of each recall.

Undergraduate and graduate students checked forms for completeness. Children completed their own forms, with the exception of those in grades three and four, for whom dietary recall was recorded by assistants. Mothers and grandmothers completed one 24-hour recall in February 1994 and a three-day food diary between February and May of 1994. These subjects also received training in food portion sizes.

The number of servings from food groups in Canada's Food Guide (Health and Welfare, 1982) were used as variables, rather than individual nutrient intakes, so that dietary patterns could be assessed in terms directly related to daily food choices. Intake data were analyzed and tabulated using the Nutritional Assessment Systems (NUTS) program, version 3.7 (Quilchena Consulting Limited, Victoria). This program used the 1988 Canadian Nutrient File, imputing missing nutrient values and using the codes for similar foods for those not in the database, so that all nutrients consumed were accounted for (Lee and Nieman, 1996). The NUTS program used the four food groups in Canada's Food Guide (1982) plus two groups, Sweets and Desserts and Fats

and Oils, for "other foods." We changed the names of food groups in the present analysis to reflect those used in the most recent version of Canada's Food Guide (Health and Welfare, 1992).

The NUTS program uses the following food group serving sizes: for Meat & Alternates, one serving equals, for example, 57 g meat, 250 mL cooked beans, 2 eggs, or 90 mL peanut butter; for Milk Products, one serving equals 250 mL milk or 42 g hard cheese; for Vegetables & Fruit, one serving equals a medium fruit, 125 mL cooked vegetable, or 125 mL juice; for Grain Products, one serving equals one slice of bread (23 g or equivalent), 125 mL cooked pasta, or 125 mL cooked rice. Sweets and Desserts are those foods high in sugar (20 g sucrose or equivalent). One serving equals, for example, 194 g carbonated beverage. Fats and Oils are foods high in fat (5 g lipid), e.g., one serving equals 15 g potato chips.

Statistical Analysis

The data were analyzed using SAS, version 6.06.01, licensed to the University of Saskatchewan (SAS Institute Inc., Cary, N.C.). Pearson correlation coefficients different from 0 at the $p < 0.05$ level were considered significant.

RESULTS AND DISCUSSION

Energy distribution and number of servings from the food groups for the generational samples are shown in Table 1.

The subset of 27 children reported similar values for macronutrient and food group intake as those reported for the 76 children in the original study (Lemke et al., 1998). We previously showed that the percent of energy as carbohydrate for mothers was significantly lower than for children, and that the Vegetable and Fruit intake for grandmothers was significantly higher than for the other two age groups (Lemke, et al., 1998). These relationships existed also in this subset.

Some differences, however, were observed between the original group and the subset. In the 12 mother-grandmother pairs, the mothers' energy intake was 0.9 MJ lower, and the grandmothers' energy intake was 0.6 MJ lower than that in the original sample. Except for numbers of servings of Vegetables and Fruits of the grandmothers, which remained constant at 7.5, numbers of servings from the food

Variables	Child-Mother Family Pairs		Mother-Grandmother Family Pairs	
	Children	Mothers	Mothers	Grandmothers
<i>n</i>	27	27	12	12
Energy MJ/day	7.5 ± 1.6	7.8 ± 1.8	7.1 ± 2.3	6.4 ± 1.5
Percent of energy*:				
Carbohydrate	53 ± 5	49 ± 7	48 ± 8	53 ± 7
Fat	34 ± 4	35 ± 7	36 ± 7	32 ± 5
Protein	15 ± 2	15 ± 2	15 ± 2	16 ± 2
Alcohol	0	2 ± 3	1 ± 3	1 ± 2
Servings from Food Groups:				
Cereal Products	5.4 ± 1.3	5.5 ± 1.5	5.1 ± 1.0	4.3 ± 1.7
Milk Products	2.8 ± 1.2	2.2 ± 1.1	1.4 ± 0.8	1.3 ± 0.5
Meat and Alternates	1.8 ± 0.8	2.1 ± 0.8	2.2 ± 0.8	1.9 ± 0.5
Vegetables and Fruit	3.8 ± 1.9	4.9 ± 1.9	5.1 ± 1.8	7.5 ± 2.8
Fats and Oils	4.3 ± 2.4	5.4 ± 3.2	5.3 ± 2.8	3.8 ± 1.6
Sweets and Desserts	3.3 ± 1.2	2.3 ± 1.5	2.1 ± 1.3	1.6 ± 1.0

* The percentages do not total 100 due to rounding off and the method used by NUTS to calculate percentages of total energy

Table 1: Energy Intake, Percent of Energy as Carbohydrates, Fat, and Protein, and Servings from Food Groups for Children, Mothers, and Grandmothers

groups for the subset of 12 mothers and grandmothers were lower than those of the larger samples, accounting for their lower total energy intakes.

The results of correlations between family pairs and random pairs of subjects are presented in Table 2. For the child-mother pairs, there was a notable difference between random- and family-pair correlations for most dietary intake estimates, with the correlations between family pairs consistently higher than those of the randomly-constructed pairs. Three of these child-mother family-pair correlations reached statistical significance. These were percent of energy as fat ($r = 0.47$), number of servings of Meat and Alternates ($r = 0.48$), and number of servings of Fats and Oils ($r = 0.50$). For the mother-grandmother pairs, there was no discernible pattern in the correlation values for random or family pairs. For the random pairs of mother-grandmother, protein intake was significantly correlated ($r = 0.50$), with a similarly high but not significant correlation ($r = 0.38$) within family pairs.

The study design did not attempt to separate hereditary from environmental effects. The effect of cohabitation was expected to have a greater influence on child-mother similarities, while similarities between mothers and their mothers (grandmothers) may be more attributable to common past environment.

The lack of significant correlations between randomly matched pairs of children and mothers confirmed our earlier findings that the dietary patterns of this group of children were different from the dietary patterns of the premenopausal women as a group (Lemke et al., 1998). The percent of energy as protein was similar for all subject groups (see Table 1), perhaps due to a common culture. This may explain the high correlations of protein intake between mother-grandmother pairs. Lack of any pattern for correlations between the mother-grandmother random- and family-pairs suggests that the adult females in the study tended to have similarities and differences in dietary patterns that were independent of family relationships.

School-age children are considered to be reliable sources of information regarding their own dietary intake (Whiting & Shrestha, 1993). The ages of our children, 8 to 12 years, meant that they were old enough to provide dietary intake data without relying on reporting by parents that may be less accurate (Eck, Klesges & Hanson, 1989). The use of a retrospective method of data collection for the children (24-hour dietary recalls) and a combination of retrospective and prospective methods for the adult females (one 24-hour recall and one 3-day diary) may have resulted in a decrease in the correlation values calculated for

dietary factors between the children and their mothers.

Similarities in dietary patterns of related persons decrease with age, whether comparisons are made between young children and parents or between adult children and their parents. Patterson et al. (1988) found weaker correlations of nutrient intakes for parents and 13-year-olds than for parents and 11-year-olds. Stafleu et al. (1994) found that middle-aged mothers' eating habits had a greater influence on the fat intake of their adult daughters than did elderly women's eating habits on their middle-aged daughters. This is consistent with our findings of significant correlations between child-mother family pairs but not between mother-grandmother family pairs. The smaller sample size of mother-grandmother family pairs also reduced the possibility of finding significant correlations.

There were significant correlations for factors related to fat intake between family pairs of children and their mothers. These high correlations are notable in light of the temporal and recording method differences between the two generations. Garn, Cole and Bailey (1979) obtained correlations of 0.25 and 0.28 for energy and protein intake for data collected on the same days between cohabitating subjects who ate 18 out of 21 meals in common.

Current lifestyles provide many opportunities for children to make their own choices in food selection (Davidson, Hayek & Altschul, 1986). While there is evidence that these children, as a group, eat differently from the adults in the study (Lemke et al., 1998), the present findings confirm American studies that there is a family influence on aspects of diet associated with fat intake (Laskarzewski et al., 1980; Oliveria et al., 1992). The presence of this influence argues for the importance of nutrition education directed toward young children.

It would be logical to assume that parents, who are usually responsible for family food purchases and preparation, influence dietary patterns of their offspring. However, the data are mute on this point. It is equally possible that the influence operates in the opposite direction, and that children influence the food choices of their parents. It is also likely that children's and parents' food choices are related through the effects of other factors such as media and advertising.

Because family influence on fat intake has been demonstrated, and causality has not, sources of all possible influence should be considered. When children are taught ways to incorporate a variety of healthy foods into their daily diet, and educated in the long-term implications for disease risk, they

may influence family trends in all aspects of eating, including fat consumption. ☼

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Variables	Child-Mother		Mother-Grandmother	
	Random	Family	Random	Family
n	59	27	19	12
Energy	0.22	0.15	0.07	0.15
Percent of energy*:				
Carbohydrate	-0.22	0.22	0.22	0.33
Fat	-0.01	0.47*	0.18	0.23
Protein	-0.07	0.05	0.50*	0.38
Number of Servings:				
Cereal Products	-0.02	0.07	0.22	-0.16
Milk Products	0.07	0.10	0.20	0.18
Meat and Alternates	0.00	0.48*	-0.35	-0.22
Vegetables and Fruit	-0.04	0.04	-0.02	0.08
Fats and Oils	0.08	0.50*	0.36	0.38
Sweets and Desserts	0.08	0.01	-0.13	0.17

*p<0.05

Table 2: Intrapair Correlations of Dietary Measurements of Random- and Family-Pairs of Children and Mothers, and Random- and Family-Pairs of Mothers and Grandmothers

Biotechnologie alimentaire au Québec: Une étude de perception

par Gérard Duhaime, Marie-J. Lachance, Marie-Claude Tremblay, Lyne Pelletier, et Jean-François Tremblay

Bien qu'il existe de nombreuses définitions des termes biotechnologie et génie génétique, aucune d'entre elles ne semble acceptée unanimement. Selon les auteurs consultés, ces termes englobent plus ou moins largement les anciennes biotechnologies, soit des techniques traditionnelles de croisements et de transformation des produits agricoles utilisées, par exemple, pour la fabrication du fromage et du vin, techniques pratiquées depuis des siècles (Tait, 1988). Il existe cependant un certain consensus pour distinguer les anciennes des nouvelles biotechnologies. Les nouvelles biotechnologies réfèrent aux développements scientifiques survenus depuis les années 1970. En 1991, le Conseil de la science et de la technologie du Québec proposait cette définition des biotechnologies :

L'ensemble des méthodes, des procédés et des techniques qui, appliquées à des micro-organismes, cellules humaines, animales ou végétales, ou à des fractions de celles-ci, visent à concevoir, développer, et produire de nouvelles molécules et cellules, de nouveaux organismes et procédés ou encore à améliorer ceux déjà existants en vue d'une exploitation industrielle, soit à la production ou l'amélioration de biens et services et leur mise en marché. (Conseil de la science, 1991: 12)

Le génie génétique est une forme de biotechnologie ; il permet, par exemple, de prélever chez un organisme (bactérie, plante, animal) le gène responsable d'un trait particulier, et de l'intégrer au patrimoine génétique d'un autre organisme afin de reproduire le trait particulier chez l'organisme hôte. Cet article traite des nouvelles biotechnologies appliquées à l'alimentation et des aliments

transgéniques, c'est-à-dire issus de ces techniques de transfert de gènes.

Certains travaux ont déjà étudié les réactions des consommateurs vis-à-vis les biotechnologies et les aliments issus des biotechnologies. Ils ont notamment mis en lumière plusieurs facteurs ayant une incidence sur le niveau d'acceptation des consommateurs des aliments biotechnologiques. Deux séries de déterminants ont plus ou moins été isolés. Ainsi, des recherches ont démontré que des éléments du profil

socio-économique des consommateurs, dont le sexe, la scolarisation, le revenu et l'âge sont associés à leurs réactions. Les consommateurs défavorables aux biotechnologies se retrouveraient en plus grand nombre chez les femmes (OTA, 1987; Hoban et Kendall, 1992; Hoban et al., 1992; Kendall et Hoban, 1993; Marlier, 1992; Sparks et al., 1994; Lujan et Moreno, 1994; Florkowski et al., 1994), chez les personnes moins scolarisées (Berrier, 1987; OTA, 1987; Hoban et Kendall, 1992; Hoban et al., 1992; Lujan et Moreno, 1994;

Abstract

This research article discusses perceptions of the application of new biotechnology to foods. Interviews were carried out with consumers, three food distributors, and a group of potato producers in Québec. An interview guide included such topics as advantages, disadvantages, specific qualities, and problems of using transgenic potatoes, confidence in using foods that have undergone biogenic transformation, and in the food production and distribution system, intention to purchase, and the need for appropriate information. The research results explained the unanimous favourable opinion to transgenic foods among producers and distributors. Among consumers, those favourable to transgenic foods have confidence in the system and in their own ability to make good choices. Those not favourable did not have the same confidence. Both groups of consumers and distributors wished to base their decisions on appropriate information. However, consumers, on the one hand, demanded detailed information on the specific attributes of the foods. Producers and distributors, on the other hand, were hesitant in providing full information fearing that this would frighten the consumer and put their market at risk.

Les Auteurs

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Résumé

Cet article traite des perceptions face aux nouvelles biotechnologies appliquées à l'alimentation et plus spécifiquement face aux aliments transgéniques. La recherche a été réalisée à partir d'entrevues avec des consommateurs, trois distributeurs du domaine de l'alimentation, et un groupe de producteurs de pommes de terre de la région de Québec. Les discussions ont porté sur des sujets tels que les avantages, les inconvénients, les qualités et les problèmes associés aux aliments d'aujourd'hui; le degré de confiance face aux aliments et face aux divers intervenants du système agroalimentaire; l'intention d'achat; et le besoin d'information. La recherche a permis d'identifier divers éléments pouvant expliquer l'unanimité des distributeurs et des producteurs en faveur de l'utilisation de la méthode transgénique. Les consommateurs favorables aux aliments transgéniques font confiance aux mécanismes de production et de contrôle des aliments ainsi qu'à leur capacité personnelle de faire des choix éclairés. Les consommateurs non favorables aux aliments transgéniques n'ont pas cette même confiance. Consommateurs et distributeurs souhaitent pouvoir faire reposer leur décision d'achat sur une information appropriée. Si les consommateurs réclament unanimement de l'information au sujet des attributs des produits transgéniques, les producteurs et distributeurs hésiteraient à tout dire, de peur d'effaroucher les consommateurs, et de mettre en péril leurs marchés.

Note

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Tableau 1: Profil des répondants – Données socio-démographiques des consommateurs

Catégories	Échantillon %	Québec 1991 en milliers	%	Canada 1991 en milliers	%
Statut					
avec conjoint et enfant	56	972	38	3 822	40
avec conjoint sans enfant	12	642	25	2 580	27
sans conjoint avec enfant	16	269	11	955	10
seul	16	650	26	2 297	24
Total	100	2 534	100	9 653	100
Familles selon le nombre d'enfants					
aucun	26	642	34	2 580	35
1 enfant	30	551	29	1 945	26
2 enfants	41	494	26	1 927	26
3 enfants	4	156	8	691	9
4 enfants	n/a	40	2	214	3
Total	100	1 883	100	7 356	100
Revenu annuel brut du ménage					
moins de 20 000 \$	11	729	28	2 366	24
20 000 à 29 999 \$	15	398	15	1 400	14
30 000 à 39 999 \$	26	380	14	1 363	14
40 000 à 49 999 \$	19	327	12	1 238	12
50 000 \$ et plus	30	800	30	3 652	36
Total	100	2 634	100	10 018	100
Plus haut niveau de scolarité atteint					
primaire et secondaire	46	3 350	62	12 123	57
colégial et universitaire	54	2 083	38	9 181	43
Population 15 ans et plus	100	5 433	100	21 305	100
Occupation					
inactif	15	908	17	2 776	13
sans emploi	8	427	8	1 469	7
travail à temps partiel	15	652	12	2 990	14
travail à temps complet	54	2 928	54	11 945	56
étudiant	8	519	10	2 125	10
Population 15 ans et plus	100	5 433	100	21 305	100

Florkowski et al., 1994), chez les personnes à faible revenu (Hoban et Kendall, 1992; Hoban et al., 1992; Marlier, 1992; Florkowski et al., 1994), ainsi que chez les personnes âgées (OTA, 1987; Marlier, 1992; Sparks et al., 1994; Lujan et Moreno, 1994).

D'autres recherches ont examiné des facteurs touchant plus étroitement les perceptions et les attitudes particulières des consommateurs, comme l'intérêt pour la science, le niveau de compréhension et de connaissance des biotechnologies, les principes moraux et à la confiance dans les institutions sociales. Ces travaux tendent à confirmer que les consommateurs qui vouent un grand intérêt à la science et qui connaissent et

comprennent assez bien ce que sont le biotechnologies, sont plus enclins à consommer des aliments biotechnologiques (Hoban et Kendall, 1992; Marlier, 1992; Sparks et al., 1994). Des recherches ont aussi démontré que, dans une moindre mesure, la réaction des consommateurs face à ce type de produits était également liée à leur taux de confiance dans les institutions sociales (Hoban et Kendall, 1992; Sparks et al., 1994; Zimmerman et al., 1994) et aux postulats moraux qui guident leurs choix (OTA, 1987; Hoban et Kendall, 1992; Hoban et al., 1992; Décima, 1993; Sparks et al., 1994; Zimmerman et al., 1994).

Cette recherche étudie les réactions des consommateurs du Québec face à l'introduction possible d'aliments biotechnologiques, en utilisant l'exemple de la pomme de terre transgénique. Elle a plus spécifiquement pour objet d'identifier les enjeux qui préoccupent les consommateurs du Québec, dans le contexte de la mise en marché possible d'aliments transgéniques. Elle doit permettre de vérifier s'il y a concordance ou discordance entre les enjeux identifiés, d'un côté, par les consommateurs à qui ces produits seront éventuellement offerts, et de l'autre, par les producteurs et les distributeurs de produits alimentaires.

**Profil des répondant
Données socio-démographiques des consommateurs
(suite)**

Catégories	Échantillon %	Québec 1991 en milliers	%	Canada 1991 en milliers	%
Statut résidentiel					
propriétaire	56	1 463	56	6 273	63
locataire	44	1 169	44	3 719	37
Total	100	2 634	100	10 018	100
Âge					
moins de 30 ans	11	2 901	42	11 899	44
30 à 39 ans	30	1 236	18	4 776	17
40 à 49 ans	44	996	14	3 728	14
50 à 59 ans	11	681	10	2 548	9
60 ans et plus	4	1 082	16	4 347	16
Total	100	6 896	100	27 297	100
Sexe					
Femmes	96	3 518	51	13 842	51
Hommes	4	3 378	49	13 455	49
Total	100	6 896	100	27 297	100
Famille selon l'âge de l'enfant le plus jeune					
0 à 6 ans	35				
7 à 15 ans	30				
16 à 24 ans	35				
Total	100				
Famille selon l'âge de l'enfant le plus vieux					
0 à 6 ans	33				
7 à 15 ans	25				
16 à 31	42				
Total	100				

Source : Duhaime, Lachance, Tremblay, Pelletier et Tremblay, *Nouvelles approches de phytoprotection durable de la pomme de terre : évaluation et acceptation des plants. Attitudes des producteurs, des distributeurs et des consommateurs*, Ste-Foy, Dossiers Consommation, Département de nutrition humaine et de consommation, Université Laval, 1997.

MÉTHODE

La recherche présentée ici est exploratoire. En effet, ils s'agit de mettre en lumière des perceptions et d'identifier des enjeux, non d'en mesurer l'incidence dans la population du Québec. Par conséquent, la recherche est qualitative et fondée sur des entrevues avec des consommateurs, des producteurs et des distributeurs, sélectionnés selon des techniques non-probabilistes.

Dans le cas des consommateurs, trois groupes de discussion (« focus groupes ») de neuf personnes chacun ont été constitués. Les participants étaient sélectionnés suivant un échantillon de convenance ; ils devaient être reconnus comme responsables des menus et des achats des produits alimentaires de leur ménage. Les données socio-démographiques à leur sujet (tableau 1) sont présentées pour permettre de relativiser l'analyse (et non de généraliser les résultats, ce qui

ne peut être fait avec ce type de recherche ; un autre volet de nos travaux porte sur cette question), selon les différentes catégories sociales des répondants appartenant aux groupes de discussion.

Les perceptions des distributeurs ont été recueillies à partir d'entrevues réalisées auprès de trois distributeurs du domaine de l'alimentation. Deux d'entre eux sont en charge de la distribution des fruits et légumes pour des chaînes d'alimentation ayant des magasins sur l'ensemble du territoire de la province de Québec. Le troisième distributeur est le propriétaire de deux magasins spécialisés dans la vente de fruits et légumes.

De plus, un groupe de discussion comprenant onze producteurs de pommes de terre de la région de Québec a été constitué selon un échantillon de convenance présentant une variété de situation (âge, scolarité, types de production).

Dans tous les cas, un guide d'entrevue était utilisé, présentant certaines différences suivant la catégorie de répondants concernée. Grosso modo, les discussions abordaient les sujets suivants : les avantages ou qualités et les défauts ou inconvénients des aliments actuels ; le degré de confiance dans ces aliments et face aux divers intervenants du système agroalimentaire ; les avantages et les inconvénients des méthodes actuelles de transformation alimentaire ; les avantages, les inconvénients et les craintes associées aux pommes de terre transgéniques ; la réaction si ces produits étaient déjà sur le marché ; l'intention d'achat ; l'opinion face à la mise en marché de ces aliments ; le besoin d'information, le type et la provenance de cette information.

Les entrevues de groupes étaient enregistrées sur ruban magnétoscopiques et magnétiques. La tran-

scription du verbatim a été suivie d'une analyse de contenu effectuée à l'aide de plusieurs vagues classificatoires successives, suivant les techniques usuelles. Pour plus de précisions concernant la méthode d'analyse de contenu, voir Duhaime, Lachance, Tremblay, Pelletier et Tremblay, 1997.

LES RÉSULTATS

Les producteurs

Les producteurs interrogés se montrent unanimement favorables à la pomme de terre transgénique, si elle conserve ses caractéristiques actuelles (goût, texture, etc.). « [S] ils sont capables de sortir une pomme de terre qui a toutes les qualités sur la même, y'aura pas de problèmes tantôt. Tout va bien aller ».

Diverses raisons expliquent cette position. Comme les producteurs l'ont fait remarquer, la culture de la pomme de terre a connu de grands changements au cours des 20 à 30 dernières années. Les progrès accomplis sur le plan de la mécanisation, de la variété des cultures, des méthodes de conservation et de l'utilisation des pesticides ont été déterminants pour les agriculteurs :

[Il est] beaucoup plus facile de faire du volume aussi. Avec la machinerie agricole d'aujourd'hui. Et aussi toute la machinerie, en fait, qu'on a pour travailler la pomme de terre, aujourd'hui, ça nous permet de faire une qualité beaucoup supérieure à ce qui se faisait il y a 10, 15, 25 ans. Et aussi on manipulait les pommes de terre en sacs de 100 lb, 75 lb. À ce moment-là, la pomme de terre dans un sac, ça devait être à peu près 50 % qui étaient... qui seraient rejetées aujourd'hui, minimum.

Ces modifications récentes dans la culture de la pomme de terre ont eu pour conséquence une augmentation du volume et de la qualité de la production, garantissant ainsi la compétitivité des producteurs sur le marché :

Avec les variétés, ça été un peu une révolution. Les choix de variétés qu'on a eues à un moment donné, par rapport aux besoins qui existaient, si on pense à « chips », si on pense bâtonnets, si on pense variété rouge, différentes sortes de patates qui ont répondu aux besoins du consommateur.

En ce sens, les producteurs associent facilement le progrès tech-

nique à la survie et au développement de leur industrie. Leur réaction face à la culture transgénique s'inscrit dans cette logique : elle pourrait aider à la résolution des principaux problèmes que la culture de la pomme de terre connaît actuellement, et qui sont, pour la plupart, d'ordre économique :

On ne demande pas mieux qu'on diminue le coût des arrosages. Si vous vous dites que vous avez un gène qui est introduit dans la pomme de terre, puis que c'est pas nécessaire d'arroser pour les doryphores, en fait on vient de sauver beaucoup d'argent.

Les agriculteurs sont soucieux des coûts de production qu'ils jugent encore trop élevés. Ils s'inquiètent de l'augmentation des sommes d'argent devant être investies dans la lutte contre les insectes et les maladies. Ils croient que la culture transgénique pourrait pallier à ces insuffisances, par la production d'une pomme de terre plus résistante ; ce qui diminuerait son coût de production et, par conséquent, augmenterait la compétitivité des producteurs. La pomme de terre transgénique nécessiterait moins d'arrosages et moins d'encadrement spécialisé, comme celui que fournissent les clubs de production coûtent de plus en plus cher.

Sans remettre en cause leur soutien à la culture transgénique, des producteurs émettent tout de même certaines réserves sur son efficacité à long terme :

Moi j'y crois à ça, mais pas plus que ça. Parce que je suis à peu près certain que si t'as des améliorations à ça, dans 5 ans, 6 ans, dans 7 ans, on va être au même point. Au même point. C'est peut-être différent au niveau des bactéries, virus. Ça, c'est peut-être un peu différent. Mais je sais qu'au niveau du doryphore, il y a un point d'interrogation, parce que c'est clair qu'il va y avoir de la résistance.

Plusieurs doutent de la capacité de la culture transgénique d'éliminer les parasites durant une longue période de temps. Selon eux, les parasites pourraient s'adapter aux changements dans la pomme de terre. De ce fait, la solution ne serait pas définitive.

Enfin, les producteurs avancent deux critères importants auxquels la nouvelle pomme de terre devra

préalablement répondre. Tout d'abord, elle devra conserver les caractéristiques inhérentes, sur le plan de la qualité et du goût, à la pomme de terre actuelle. Ensuite, elle devra obtenir l'aval des consommateurs, sans lequel le lancement d'un nouveau produit est voué à l'échec. Sur ce plan, certains avancent même qu'il serait préférable de ne pas trop en informer les consommateurs. « Le consommateur, il panique avec rien. Ça peut être les nitrates dans l'eau, ça peut être ci, ça peut être ça là, tu sais ». Ils avancent que le terme « transgénique » pourrait notamment effrayer le consommateur.

Les distributeurs

Les distributeurs se montrent également très ouverts à la culture transgénique de la pomme de terre, n'affichant pas de craintes particulières vis-à-vis d'un tel produit. Ils affirment très clairement qu'ils n'hésiteraient pas à acheter et à distribuer des produits transgéniques, advenant le cas où ils étaient approuvés par le gouvernement. « Sans hésitation » affirme l'un ; « Sûrement. Sûrement. Sûrement » dit un autre ; et un troisième : « Surtout transgéniques. Je pense que ça ne doit pas être pire que les pesticides. Ça ne doit pas être pire que les gaz qu'on émet avec nos voitures ».

Pour les distributeurs, il s'agit en fait d'un produit comme les autres, qui doit être jugé à partir de leurs critères habituels de sélection. Une bonne part de ces mécanismes de sélection se fonde sur les relations de confiance qu'ils entretiennent avec leurs fournisseurs. « [O]n travaille avec des fournisseurs qui... comme j'ai déjà dit tantôt, qu'on pouvait se fier. Ça c'est la première chose. Puis si on peut se fier, c'est qu'on les a déjà essayés ».

Les distributeurs font confiance aux personnes avec qui ils transigent, ainsi qu'aux procédures qu'ils suivent et aux vérifications qu'ils effectuent : « Ben souvent ça rencontre les normes fédérales, puis ça nous satisfait pas ».

De plus, ils se disent bien informés des besoins des consommateurs :

On a des études de marché... Après ça, à chaque semaine, on est sur le marché. On est dans nos magasins, on pose des questions. On regarde qu'est-ce qui se vend, qu'est-ce qui se vend pas, le prix qu'ils sont prêts à payer.

Ainsi, ils ne craignent pas faire de la distribution de produits trans-

géniques parce qu'ils ont confiance, dans l'état actuel des choses, dans leur capacité de juger de la réelle valeur des produits qui leur sont proposés.

La qualité et l'acceptation du produit par les consommateurs jouent également un rôle très important dans leur décision :

On essaie de répondre aux besoins du consommateur. S'il nous dit: "Moi, j'en veux pas de ton produit là." Imagine-toi qu'est-ce qu'on va faire ? On va dire: "Oui Monsieur".

Pour les distributeurs, il n'est pas question non plus de vendre un produit de mauvaise qualité, ou qui pourrait avoir des conséquences néfastes sur la santé des gens : « D'avoir le doute d'empoisonner du monde, je pense pas que ce soit bien agréable ». Comme les producteurs, ils se soucient également du prix du produit :

Il y a 85 % des gens qui se disent intéressés [par les produits biologiques], mais quand on leur dit: "Ben là, vous allez payer un peu plus cher, parce que c'est produit d'une façon qu'on n'a pas utilisé ou qu'il n'y a pas de résidus de pesticides", là les gens disent : "Oup !", ça tombe à 15 % qui sont prêt à acheter.

Pour eux, il ne sert à rien d'essayer de vendre un produit, si son prix n'est pas compétitif.

Enfin, la question de l'information devant être livrée aux consommateurs donne lieu à des réactions ambiguës de la part des distributeurs, qui ne sont pas sans rappeler celles des producteurs. D'entrée de jeu, ils soutiennent que le consommateur doit être informé de la nature du produit transgénique :

Moi, comme consommateur ça ne me dérange pas, mais peut-être que vous, comme consommatrice, ça peut vous déranger. À ce moment-là, moi, je ne vois pas pourquoi on ne vous informerait pas.

C'est une question de confiance entre eux et le client :

Les gens se fient à nous autres en tant que fournisseur d'aliment, qu'on leur fournit des bons aliments. Parce que sans ça, s'ils n'avaient pas confiance qu'on leur donne quelque chose de sain, ils n'achèteraient pas chez nous.

Toutefois, cet avis n'est pas absolu. En effet, les distributeurs croient, tout comme les producteurs, qu'informer le consommateur peut nuire à la vente du produit. « On peut pas enlever toutes les illusions aux gens hein ! ». Par conséquent, ils en viennent à opter pour une position plus défensive, soutenant qu'ils n'informeront le consommateur que si c'est obligatoire, ou encore, que s'il en fait la demande :

Si on me dit : "C'est important de l'identifier." Parce qu'il y a eu tellement de groupes de pression qu'ils l'ont fait. On a dit : "On va l'identifier." Mais au moment où, tiens, il n'y a pas eu de groupes de pression qui ont... En tous cas, les gens n'ont pas vu le besoin de le faire, puis on me dit : "Ça respecte les normes." Puis on dit : "Ben c'est approuvé par le gouvernement canadien. C'est approuvé par le gouvernement provincial." À ce moment-là, moi je vais en vendre, puis je leur fais confiance. Écoutez.

Selon les distributeurs, il ne leur appartient pas de prendre les devants en la matière. Leur tâche est de s'assurer de la qualité du produit. Et sur ce plan, ils font entièrement confiance aux processus et aux mécanismes de vérification qu'ils utilisent habituellement.

Les consommateurs

De façon générale, la recherche montre qu'il existe deux types de réactions possibles des consommateurs. D'un côté, des consommateurs rejettent catégoriquement l'emploi de la culture transgénique, de l'autre, des consommateurs y sont favorables. Entre ces deux « idéaux-types », il s'en trouve évidemment un bon nombre qui pose certaines conditions à leur consentement.

Les favorables

Les consommateurs favorables aux produits transgéniques ne voient pas de réels inconvénients à l'utilisation de la méthode de transferts de gènes. Leur opinion est basée sur la confiance qu'ils accordent aux différents intervenants dans la chaîne de transformation des aliments (chercheurs, producteurs, inspecteurs, etc.) :

Mais c'est tellement surveillé aussi que... Tout est noté... On sait tout... Presque...[...] C'est indiqué sur les emballages, toujours, qu'est-ce qu'il y a. [...] on n'a comme pas le choix

de savoir ce qui se passe avec la nourriture là. En tout cas, ce qu'ils veulent bien qu'on sache. Ça a de l'air pas si pire que ça.

Les nombreuses règles régissant l'industrie alimentaire (inspection, étiquetage obligatoire) protégeraient le consommateur des procédés de fabrication ou de production douteux. De plus, les consommateurs favorables aux produits transgéniques croient en l'efficacité du contrôle supplémentaire qu'ils exercent eux-mêmes sur la qualité des produits :

Les consommateurs sont de plus en plus informés, ça fait que... s'il y avait des choses à sens contraire, les consommateurs seraient tout de suite sensibilisés de ça, puis les gens ne seraient pas d'accord.

Ce sont les consommateurs qui décident d'acheter ou non un produit. Par le fait même, ils exercent un contrôle sur le marché. Les consommateurs veulent plus de diversité, plus de qualité et un meilleur prix :

[...] la qualité est peut-être sacrifiée un peu quand on produit à grande échelle, mais la variété, l'abondance, etc. la possibilité de choisir. Puis c'est ça qu'on veut. Donc, on encourage dans le fond que les produits soient performants, qu'il y en ait plus....

En fait, les consommateurs favorables s'intéressent plus aux résultats, aux qualités du produit obtenu, qu'à la méthode de production en elle-même.

D'ailleurs, certains se disent même insensibles à la possibilité que des légumes transgéniques soient d'ores et déjà sur le marché :

« Si ça fait cinq ans qu'on en consomme, puis qu'on continue d'en consommer, c'est... On n'avait rien à dire contre ça ». « [S]i je les trouve bonnes, je ne vois pas la différence ». Si la transgénie n'altère pas les caractéristiques des aliments, ces consommateurs n'ont aucune raison d'être dérangés par leur présence sur le marché.

Plusieurs répondants accueillent même cette hypothèse sans grande surprise, avec fatalisme, comme si, de toute façon, il n'y pouvait rien changer.

Pour eux, cela est plus qu'une hypothèse, ils en traitent comme d'une réalité, d'un fait accompli : « Je ne serais pas surprise du tout. Moi, je ne serais pas surprise, parce que je suis convaincue [qu'il y en a déjà.] ».

Ces consommateurs ont une vision positive des méthodes de transformation des aliments dans leur ensemble :

Moi, je pense qu'à la limite, j'y vois plus d'avantages, compte tenu que j'ai moins de temps... Compte tenu que j'ai besoin de faire les choses plus rapidement. [...] Pour une famille, disons, où les parents travaillent, qui arrivent rapidement le soir, puis ils doivent préparer un souper de façon équilibrée, avec le plus d'éléments sains là-dedans... Je me dis, bon, il y a des choses qui m'amènent comme plus vite, sur certaines affaires.

Les méthodes de transformation des aliments permettraient aux consommateurs d'obtenir des produits alimentaires qui leur conviennent. La vie trépidante des familles d'aujourd'hui aurait forcé les fabricants à offrir des produits transformés et plus adéquats. Par conséquent, les méthodes de transformation sont bien accueillies lorsqu'elles confèrent aux produits des caractéristiques recherchées par les consommateurs, comme, par exemple, l'allongement de la période de conservation, l'augmentation de la valeur nutritive, l'amélioration de la saveur et de l'apparence du produit :

« [...] moi, je préfère acheter ces choses-là [les brocolis] congelées, ça fait que... comme ça, c'est toujours bon ».

« Mais c'est pas un désavantage pour moi qu'il y ait ces vitamines-là, que le lait soit homogénéisé, qu'il soit dégraissé. [...] Je trouve que c'est important pour la valeur nutritive ».

« [Les pesticides] permet[tent] d'en avoir [des produits] puis qu'ils soient d'une belle apparence. Parce que... la pomme qui arriverait avec des... avec toutes des petites piqures noires dessus, c'est pas sûr qu'on irait l'acheter ou des choses comme ça là ».

En somme, très peu d'inconvénients sont soulevés par ces consommateurs favorables à la transgénie. Parmi ceux-ci, on retiendra surtout l'utilisation des pesticides et d'additifs pour améliorer

ou changer la saveur des aliments. Bien qu'ils les jugent souvent nécessaires, ces méthodes les inquiètent tout de même :

« Il y a les pesticides, mais on peut pas vivre sans ça. [...] Je veux dire, normalement, on dirait qu'on veut pas avoir les pesticides, mais d'un autre côté, on n'aurait pas les fruits, puis on n'aurait pas les légumes ».

« Il y a juste les engrais qu'on aime moins. Parce que c'est du chimique là, mais on n'a pas le choix. [...] Sans ça, on se priverait de fruits, puis de légumes, puis bien des choses, si on s'arrêtait à ça ».

« Même les saveurs à donner à d'autres aliments [goberge à saveur de crabe], j'aime pas ça »

Bref, ces consommateurs sont conscients que ces méthodes permettent une grande diversité de produits ; toutefois, ils seraient rassurés si cette diversité pouvait être obtenue autrement. Leur opinion favorable aux méthodes transgéniques s'explique partiellement ainsi : ils pensent que les nouvelles technologies peuvent contribuer à changer cet état des choses, à limiter les recours aux pesticides, aux additifs, etc. :

On veut avoir des patates, puis on veut avoir un environnement sain, puis à quelque part, à un moment donné, c'est l'ensemble des gens qui sont en train de réclamer ces choses-là. Donc, ça stimule la recherche à essayer de trouver des moyens qui sont différents des moyens qu'on prenait avant, puisque ceux-là, on a tendance progressivement à les rejeter.

En résumé, deux éléments fondamentaux sont à l'origine de l'appui des consommateurs aux pommes de terre transgéniques. Premièrement, ces consommateurs ont en général une vision positive du système actuel de transformation et de distribution des aliments :

[Un autre avantage des produits alimentaires d'aujourd'hui] C'est qu'il existe des contrôles, puis qu'on peut leur faire confiance, parce qu'on est loin du producteur là. [...] C'est pas comme quand on allait chercher le pain, puis qu'en même temps que la personne nous le vendait, on pouvait juger du degré de propreté de la personne. Là, on

pouvait faire soi-même sa vérification sur ce qu'on achetait. [...] Mais là, quand on sait pas où c'est produit, puis que c'est produit en chaîne, puis d'où ça vient, puis comment. Alors c'est plaisant qu'il existe des contrôles, des inspections.

Ils font confiance dans les mécanismes existant de vérification de la qualité des produits et ne craignent pas ou peu, le développement de nouvelles méthodes de production.

Deuxièmement, s'ils ont confiance dans le système actuel de transformation et de distribution des aliments, c'est avant tout parce qu'ils sont persuadés qu'ils exercent eux-même un contrôle efficace sur la qualité des produits. Ils savent reconnaître un bon produit. Ils se fient beaucoup à leurs sens, à leur propre expertise pour effectuer leurs achats.

C'est pour cette raison qu'ils tiennent à être informés des produits qui sont sur le marché. Ils veulent connaître les ingrédients des produits qu'ils achètent, de même que, dans bien des cas, leur valeur nutritive :

Le principal [avantage] que moi, j'ai vu, c'est de pouvoir retrouver, bien écrit, le contenu de mon produit, en ordre décroissant. [...] Je fais mon choix à partir de ça. J'ai trois enfants. Ça fait que j'essaie de... On surveille un petit peu le tout, si on veut. [...] Question de santé aussi. Tant qu'à acheter quelque chose, [...] je veux bien savoir qu'est-ce qu'il y a dedans.

Ils tiennent à cette liberté et à ce pouvoir de choisir eux-mêmes, de façon éclairée, les aliments qui leur conviennent. Comme clients, ils ont des exigences sur le plan de la qualité des produits. Et, dans la perception des consommateurs, les distributeurs sont forcés de répondre à leurs exigences s'ils veulent conserver leur part de marché. « Le consommateur recherche de la qualité. Alors, en tant que détaillant, c'est sûr que tu veux offrir [la qualité] ».

On va décider si on retourne chez le détaillant. S'il n'est pas capable de choisir de la bonne nourriture, ben, c'est lui qui n'aura pas de personnes qui vont aller acheter à son magasin [...]. Que si tu offres de la qualité, tu vas avoir de la clientèle. Si t'en offres pas, ben, la clientèle va réduire ou... y'en aura pas.

En somme, confiance dans le système et confiance en eux-mêmes, voilà les deux éléments sur lesquels se forge l'appui des consommateurs aux produits transgéniques.

Les consommateurs défavorables

De leur côté, les consommateurs réticents aux biotechnologies refuseront d'acheter des aliments transgéniques : « Tant qu'il va y avoir d'autres choses de disponibles, je vais acheter le reste ». « Si j'ai le choix entre deux sacs : le régulier que je suis habituée d'acheter et l'autre chose, je prendrais le régulier ». « Moi, je préfère acheter naturel à la base ».

Certains se sont même dits outrés par la présence possible de tels produits sur le marché actuel : « Ben moi, je trouve ça révoltant. S'il se vend des produits qu'on ne sait pas d'où ça vient, puis qu'il y a des manipulations génétiques. »

Dans l'ensemble, leur opposition s'appuie sur trois craintes principales.

Premièrement, ils s'inquiètent des impacts négatifs que ce type de produits pourrait avoir sur leur santé :

Mais attention. Une qualité avec une autre qualité peut peut-être pas nécessairement faire une qualité non plus. Ça peut devenir un défaut à un moment donné. Si vous mariez telle vitamine avec telle autre vitamine qui sont deux bonnes vitamines, ça peut être néfaste même des fois. Ça dépend... ça dépend des qualités et comment ça se marie avec une autre là.

Ils se méfient des effets imprévus que pourraient avoir l'implantation d'un nouveau gène. « Les manipulations génétiques, c'est pas mon fort. [...] qu'est-ce que ça l'a comme effets secondaires... ». Là-dessus, ils se méfient des scientifiques et de leurs études :

Le chercheur, j'ai pas confiance. Souvent, sa recherche est axée vers la productivité, vers le fait qu'une vache doit donner plus de lait... Puis il y a eu des scandales avec ça. Des hormones qui ont été données à des animaux....

La question de l'information donc est primordiale. Ils veulent être plus informés, et craignent que le produit soit mis sur le marché avant même que sa sécurité ait été entièrement démontrée.

Deuxièmement, ils sont préoccupés par le débat moral qui entoure la transformation génétique. Ils s'interrogent sur les limites dans l'utilisation de ce type de méthode : quand faudra-t-il s'arrêter, jusqu'où peut-on aller dans la manipulation génétique ? « Puis après les animaux, ça va être qui là ? »

Une chose que je tiens compte : l'être humain vit dans son environnement, comme les plantes, comme les animaux. [...] C'est un tout. Ça part de la terre, ça se régénère, c'est... Ça fait que s'il y a une transformation qui est faite à quelque part, on l'absorbe, puis nous autres aussi on s'ajuste, on s'adapte, j'imagine, ou on ne s'adapte pas. On tombe malade.

Ce qu'ils défendent, c'est le rapport à la vie, du moins tel qu'ils le conçoivent.

Troisièmement, ces consommateurs doutent de l'efficacité et de la pertinence d'utiliser de nouvelles technologies alimentaires :

Mais...peut-être que les chercheurs ne savent pas non plus c'est quoi... Ils font des expériences, puis... Est-ce moins polluant ? Est-ce meilleur ? On va le savoir dans vingt ans. [...] c'est dur à répondre. C'est dur parce qu'on est pas informé, on a plus ou moins d'information.

Ils s'interrogent sur les supposés avantages des produits transgéniques, tant sur le plan de leur disponibilité, que sur le plan des prix ou encore de la diminution des pesticides :

Moi, je pense que ça [transfert génétique] se peut pas. Parce que [...] il y a des nouvelles maladies qui apparaissent, des nouveaux insectes [...] À ce moment-là, c'est d'autres pesticides pour combattre les petites bestioles qui se sont renforcées, puis qui sont... Donc, on en finit plus.

En résumé, les consommateurs qui sont défavorables aux pommes de terre transgéniques affichent une méfiance envers les différents intervenants de la chaîne de production et de transformation des aliments. Ils n'ont pas l'impression, d'entrée de jeu, que les distributeurs, les producteurs et les chercheurs travaillent pour les satisfaire :

C'est que s'ils sont capables de faire meilleur, c'est qu'ils sont capables

de faire pire aussi. S'ils peuvent retirer ce qu'il y a de meilleur d'une pomme de terre ou d'un animal, ils sont capables de sortir aussi ce qui est le plus mauvais. C'est qu'ils peuvent l'utiliser dans le sens contraire. C'est vrai que c'est comme épeurant un peu quand ils touchent aux êtres humains comme ça.

Les consommateurs n'ont pas la sensation d'exercer une grande influence sur l'évolution des méthodes de production. Contrairement aux consommateurs favorables aux pommes de terre transgéniques, ils ne prétendent pas édicter quelque règle que ce soit à l'industrie alimentaire. Ils considèrent que le marché fonctionne indépendamment de leur volonté.

Encore plus que les autres, ces consommateurs se plaignent de ne pas être assez informés. Pour eux, l'information est une condition sine qua non au lancement d'un nouveau produit. Elle est le préalable à l'exercice d'un choix éclairé. Il semble d'ailleurs que certaines informations supplémentaires pourraient faire changer d'opinion des consommateurs défavorables :

Il faudrait avoir au moins l'information, puis après ça, c'est le choix des gens. Qu'ils fassent ce qu'ils veulent, ça les regarde. Mais au moins, qu'ils nous informent. [Qui ?] Tout le monde. D'abord à partir du chercheur jusqu'au gouvernement, puis aux détaillants là, tu sais.

Tant qu'ils ne disposeront pas de l'information nécessaire à l'exercice d'un choix libre et éclairé, ces consommateurs resteront fermés à tout produit alimentaire transgénique.

DISCUSSION

Les distributeurs et les producteurs adoptent sensiblement la même position favorable aux biotechnologies. Pour les distributeurs, les pommes de terre transgéniques sont un produit alimentaire comme les autres, qui doit satisfaire à leurs exigences et aux désirs des consommateurs. Les distributeurs font confiance aux mécanismes de vérification qu'ils emploient habituellement. Si le produit n'est pas bon, ils sont persuadés qu'ils en seront aussitôt informés.

Pour les producteurs, cet appui aux biotechnologies relève avant tout de

considérations d'ordre économique. La pomme de terre transgénique peut éliminer l'emploi de certains pesticides lors de la production, tout en diminuant les pertes ; pavant ainsi la voie à une meilleure production. Cela est d'autant plus important, nous disent-ils, dans un contexte où la concurrence sur le marché national et international est féroce. De plus, leur appui aux biotechnologies se fonde sur la confiance qu'ils affichent à l'endroit des développements scientifiques. Tous croient que leur industrie serait déjà en péril sans les apports de la science au cours des vingt dernières années ; on pense entre autres au développement de nouvelles variétés de pommes de terre et aux différents pesticides. Pour les producteurs, tout comme pour les distributeurs, il s'agit avant tout d'une décision d'affaire, dans laquelle les questions de l'offre, de la demande et de la compétitivité occupent une grande place.

On a pu voir que les opinions des consommateurs étaient plus ambivalentes. Si certains s'affichent en faveur des produits transgéniques, d'autres s'y opposent directement. En fait, le portrait général des consommateurs que brossent les autres recherches concorde, de plusieurs façons, avec celui qui ressort des entrevues. Les consommateurs sont en majorité peu informés des nouvelles méthodes de production (Lacy et al., 1991 ; Sparks et al., 1994 ; FNACQ, 1994). Dans le cas des transferts génétiques, ils se montrent plus ouverts à ceux touchant des végétaux. Les transferts auprès des animaux leur paraissent plus inquiétants (Zimmerman et al., 1994 ; Hoban et Kendall, 1992). Les arguments avancés pour justifier leurs craintes sont souvent d'ordre moral (Hoban et Kendall, 1992) ; on pense surtout au droit de modifier la nature, au danger d'une mauvaise utilisation de la technologie et aux débordements qui pourraient s'ensuivre (utilisation sur les animaux et sur l'homme) (OTA, 1987 ; Slusher, 1990 ; Decima, 1993 ; CISTA, 1995). Si le nouveau produit ne présente pas d'avantages comparatifs par rapport à l'ancien, leur résistance sera aussi plus grande. Sur ce point, l'environnement et la santé leur semblent des buts plus louables que l'économie ou l'esthétisme (Martin et Tait, 1992 ; Decima, 1993).

Autre similitude importante, les consommateurs sont soucieux du contrôle qu'ils peuvent eux-mêmes

exercer sur la qualité des aliments (Visser in Teater, 1994). De plus, ils veulent que ceux-ci fassent l'objet de vérifications de la part des instances gouvernementales. Certains insistent sur une réglementation sévère pour les produits issus de la biotechnologie (OTA, 1987 ; Marlier, 1992 ; Rothenberg, 1994). En somme, les consommateurs, tels que décrits dans la littérature et dans la présente recherche, affichent une grande cohérence dans leurs positions. Comme certaines études, les entrevues ont révélé l'existence d'un lien important et significatif, chez eux, entre l'appui à la transgénie d'un côté, et l'attitude générale face à la science et la technologie de l'autre (OTA, 1987 ; Optima, 1994 ; Hoban et Kendall, 1992).

Bien que notre étude soit qualitative, et qu'il soit par le fait même impossible d'en dégager des généralisations, il n'en demeure pas moins possible de faire l'hypothèse que les consommateurs réceptifs aux produits transgéniques et positifs aussi face aux bénéfices de la science et de la technologie seraient plus nombreux que les consommateurs rébarbatifs aux produits transgéniques, et méfiants face à la science et la technologie. Zimmerman et al. (1994), ainsi que Hoban et Kendall (1992), ont montré que la biotechnologie était susceptible d'obtenir un plus haut taux d'acceptation si elle touchait les produits végétaux. Selon eux, environ les trois quart des consommateurs seraient réceptifs à des modifications qui rendraient les plantes plus résistantes aux herbicides, aux insectes ou au gel. Les pommes de terre transgéniques entrent précisément dans cette catégorie de produits. De plus, les études considèrent que le niveau d'information des consommateurs influence leur attitude face à la biotechnologie ; plus ils sont informés, plus ils auraient tendance à lui être favorables. Il est possible que l'information fournie lors des entrevues ait eu ici, une influence positive sur le taux d'acceptation des pommes de terre transgéniques.

Enfin, les consommateurs de la recherche se distinguent également sur le plan de la confiance qu'ils portent aux institutions et aux intervenants de la chaîne alimentaire. On remarque notamment, à l'inverse des autres études, que le gouvernement et les chercheurs obtiennent un bon niveau de confiance de la part des consommateurs.

CONCLUSION

Dans le cas des distributeurs et des producteurs, c'est à dire des commerçants, la recherche a permis d'identifier divers éléments explicatifs de cette unanimité en faveur de l'utilisation de la méthode transgénique. Les commerçants sont d'abord guidés par des intérêts mercantiles, par leur compétitivité et leur survie sur le marché. Par conséquent, ils sont ouverts à ces méthodes qui recèlent des possibilités pour maintenir, voire améliorer, leur situation économique.

De plus, les commerçants ont des processus et des procédures éprouvés qui les aident dans l'achat des produits. Ils ont pleinement confiance dans les mécanismes qu'ils ont développés pour éclairer leurs achats. Ils font partie d'un réseau — gouvernements, fournisseurs, chercheurs et consommateurs — sur lequel ils comptent pour identifier d'éventuels problèmes d'un aliment en particulier.

Les consommateurs comprennent sans doute l'intérêt mercantile des commerçants. Certains s'appuient d'ailleurs sur cet intérêt pour justifier leur confiance dans les produits qui sont sur le marché et, éventuellement, dans les aliments transgéniques ; ils rappellent que les commerçants sont obligés d'offrir des produits de qualité s'ils veulent conserver leur clientèle. Mais, ils appuient aussi leur position favorable aux produits transgéniques sur le contrôle extérieur au marché qu'exercent principalement les chercheurs et les gouvernements. Et surtout, ils se fient à leur propre contrôle, aux vérifications qu'ils font au moment de leurs achats.

En somme, les consommateurs favorables aux aliments transgéniques font confiance aux mécanismes sociaux de production et de contrôle, ainsi qu'à leur capacité personnelle d'appréciation. Cette confiance semble être une clé qui permet de distinguer les deux groupes de consommateurs. En effet, les consommateurs non favorables aux aliments transgéniques n'ont pas cette même confiance envers les mécanismes économiques et politiques. Il ne leur resterait que leur propre capacité de jugement sur les lieux même d'achat, à la condition qu'une information adéquate soit disponible alors ; mais ils doutent que ce soit le cas, et que toute l'information soit mise à la disposition du consommateur au moment opportun.

Malgré leurs divergences de vue,

les deux groupes parviennent toutefois à des opinions convergentes au sujet de l'enjeu de l'information. En effet, les uns et les autres souhaitent pouvoir faire reposer leur décision d'achat, en dernière analyse, sur une information appropriée, gage de leur liberté de choisir. C'est également ici que les différences sont globalement les plus importantes dans les opinions des deux groupes étudiés, consommateurs et commerçants. Car si les consommateurs réclament unanimement, pour ainsi dire, de l'information au sujet des attributs des produits, les producteurs et distributeurs hésiteraient à tout dire, de peur d'effaroucher les consommateurs, et de mettre en péril leurs marchés.

Globalement, tout se passe donc comme si l'enjeu central de la mise en marché et de la consommation des aliments transgéniques reposait essentiellement sur le couple confiance/information, à la fois pour les consommateurs et les commerçants. La définition même de cet enjeu serait déterminée par le rôle social du locuteur, qui définit largement ses intérêts et module son point de vue. La question n'est pas banale : elle renvoie à la complexité des processus en cause dans la conception, la production et le contrôle des aliments transgéniques. Dans ce contexte, les consommateurs chercheraient un ancrage informatif pour accrocher leur confiance, et les commerçants voudraient contrôler l'information pour ne pas menacer des marchés volatiles. Elle renvoie plus globalement aux rôles des déterminants sociaux dans les questions économiques. L'avenir des aliments transgéniques et du droit à l'information et à la sécurité des consommateurs repose vraisemblablement sur cette question, qui devrait faire l'objet de recherches futures.

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ACHES Meets at Manitoba

by *Darla Andrews*

In January 1998, the Association of Canadian Home Economics Students (ACHES) Conference was held at the University of Manitoba. The annual conference is hosted by a different university each year and students in Home Economics, Human Ecology, Family Studies, and related programs meet others from across Canada. With a changing location, the task of organizing a national meeting is a learning experience shared by many.

This year's theme of the conference was "The Role of Professional Associations in Home Economics Now and in the Future." There were ten delegates in attendance for the three-day conference. The schools represented, in addition to Manitoba, were Acadia, Brescia College, University of British Columbia, Ryerson, and Université de Moncton. The ACHES Conference was set in the same style of workshops and discussion panels as for past conferences. Speakers included Rosane Sutton, President of the provincial Manitoba Association of Home Economics; Gerdi Stewart, recent graduate and entrepreneur; Ruth Dyker, local home economist; and many more great people from Manitoba. The keynote speaker was Beverly Pain, President of the Canadian Home Economics Association. All of the speakers gave terrific presentations and were well-received by the attending students.

Of course there was lots of socializing to be done too! All of the delegates really had a fun time getting to know one another and enjoying Winnipeg's winter. We all left the conference knowing that we would see each other again some day at a national conference of CHEA.

There are always many people to acknowledge and thank. Those people involved who helped to make this

year's conference a great success included Cynthia Audet, Senior ACHES Representative for the Human Ecology Student Organization. She and her crew of student volunteers were amazing! Dr. Karen Duncan was the greatest faculty advisor we could have asked for. Dr. Carol Harvey was also instrumental in getting the student body participating in the conference. Thank you also to Rosane Sutton and Eleanor Menzies for all their support. Without the help of these people and many more the conference would not have been the success that it was.



ACHES Attendees

There were some important questions and concerns that were discussed at the Board meeting. A lot of us wondered what the future of ACHES is. Will we be able to survive another 30 years in the face of Canadian faculty closures and downsizing? Is it time that we ask CHEA to draw us in closer to their organization rather than being at arms' length? We collectively answered "yes" to this question. ACHES is asking that CHEA work more closely with ACHES to ensure that the communication link between students at the different institutions is not lost. We need to re-evaluate the current situation and work together to ensure that these student conferences will continue and that all universities are represented.

Contributor

Darla Andrews is a fourth-year-Comprehensive student in the Faculty of Human Ecology at the University of Manitoba. She was the Junior ACHES Representative in 1995/96, Senior ACHES representative in 1996/97, and "Senior Stick" of the Human Ecology Student Organization for 1997/98. She has attended past ACHES conferences in Moncton and London.

VOTRE ADRESSE POSTALE A-T-ELLE CHANGÉ ?

Attention membres de l'ACd'EF :

Le nouvel annuaire des membres de l'ACd'EF sera publié et distribué à tous les membres cet automne. Toute information parvenue au siège social de l'ACd'EF avant le **15 septembre 1998** sera incorporée dans la publication de l'annuaire 1998-99. Si vous avez changé d'adresse depuis mai 1998, assurez-vous le registraire ou comité d'adhésion de votre région a fait parvenir votre nouvelle adresse au siège social de l'ACd'EF, à fins de publication dans le nouvel annuaire.

HAS YOUR POSTAL ADDRESS CHANGED ?

Attention members of CHEA:

The new CHEA Membership Directory will be published and distributed to all members this fall. All information received by CHEA National Office before **15 September 1998** will be published in the 1998-1999 Directory. If you have changed your address since May 1998, please make sure that the registrar or membership committee of your region has sent your new address to CHEA National Office in order for it to be published in the new directory.

L'Association canadienne des étudiantes/étudiants en économie familiale se réunit au Manitoba

par Darla Andrews

C'est à l'Université du Manitoba que s'est déroulée la conférence de l'Association canadienne des étudiantes/étudiants en économie familiale (ACHES) en janvier 1998. Cette conférence annuelle est animée chaque année par une université différente et permet à des étudiants en économie familiale, en écologie familiale, en études familiales ou autre programme connexe, de tout le Canada, de se rencontrer. En raison de ce changement de lieu annuel, l'organisation de la conférence se révèle une expérience d'apprentissage intéressante pour de nombreuses participants.

Cette année, le thème de la conférence était : «Le rôle des associations professionnelles dans l'économie familiale aujourd'hui et demain». Dix délégués ont participé à cette conférence de trois jours. En plus de l'Université du Manitoba, cinq autres établissements étaient représentés : Acadia, Brescia College, l'Université de la Colombie-Britannique, Ryerson, et l'Université de Moncton. Le format de la conférence de cette année était le même que celui des années précédentes, avec des ateliers et des groupes de discussion. Les conférenciers invités comprenaient Mme Rosane Sutton, présidente de l'association manitobaine d'économie familiale (MAHE), Mme Gerdi Stewart, récente diplômée et entrepreneur, Mme Ruth Dyker, une économiste familiale locale, et de nombreux autres professionnels manitobains. La conférencière d'honneur était Mme Beverly Pain, qui est présidente de l'Association canadienne d'économie familiale (ACd'EF). Toutes les présentations étaient de premier ordre et ont été bien reçues par les étudiants qui participaient à la conférence.

La conférence offrait également de nombreuses activités sociales, bien entendu ! Tous les délégués ont eu l'occasion d'apprendre à mieux se connaître et à apprécier les joies de l'hiver winnipegais ! Nous sommes tous repartis en sachant que nous allions probablement nous revoir un jour lors d'une conférence nationale de l'ACd'EF.

Comme toujours, de nombreuses personnes méritent d'être reconnues et remerciées pour leur contribution au succès de cette conférence. Mme Cynthia Audet, représentante principale de l'Association canadienne des étudiantes/étudiants en économie familiale pour

l'Organisation des étudiants en écologie humaine (HESO), et son équipe d'étudiants bénévoles ont été fantastiques ! Dr Karen Duncan s'est révélée la meilleure conseillère pédagogique que nous aurions pu demander. Dr Carol

Harvey a grandement contribué à la participation du corps étudiant à cette conférence. Un grand merci également à Mme Rosane Sutton et Mme Eleanor Menzies pour leur soutien. Sans l'aide de ces personnes et de nombreuses autres, cette conférence n'aurait jamais connu un aussi grand succès.

Certaines questions importantes ont fait l'objet d'un débat lors de la réunion du conseil d'administration.

Nombre d'entre nous s'interrogent sur l'avenir de l'Association canadienne des étudiantes/étudiants en économie familiale. La fermeture des facultés canadiennes et les programmes de réduction des effectifs actuels nous permettront-ils de survivre encore 30 ans ? Est-il temps de demander à l'ACd'EF de nous impliquer davantage dans ses activités, au lieu de nous garder à distance ? Notre réponse collective à cette question est «oui» : l'Association canadienne des étudiantes/étudiants en économie familiale souhaite travailler en collaboration plus étroite avec l'ACd'EF, afin d'assurer que le maintien du lien de communication entre les étudiants des différentes institutions. Nous avons besoin de réévaluer la situation actuelle et de travailler de concert pour garantir que ces conférences étudiantes continueront à avoir lieu et que toutes les universités y seront représentées.

Remarque sur l'auteur :

Darla Andrews est une étudiante de quatrième année en faculté d'écologie humaine à l'Université du Manitoba. Elle était représentante déléguée de l'Association canadienne des étudiantes/étudiants en économie familiale en 1995/96, représentante principale de l'Association canadienne des étudiantes/étudiants en économie familiale en 1996/97, et représentante principale de l'Organisation des étudiants en écologie humaine (HESO) en 1997/98. Elle a participé à des conférences précédentes de l'Association canadienne des étudiantes/étudiants en économie familiale à Moncton et à London.



ACHES Attendees

BREASTFEEDING SUGGESTED LINES OF ACTION

Preface

In 1979 the Canadian Home Economics Association (CHEA) endorsed an official position paper on Infant and Child Feeding that "emphatically supports breastfeeding as the best choice for infants." The CHEA Board reviewed an updated Position Paper on Breastfeeding in July 1997, which was printed in the Fall 1997 Volume 47, No 4 of the Canadian Home Economics Journal. The following are Breastfeeding Suggested Lines of Action.

NATIONAL LEVEL

Develop and submit an advocacy paper to the Government of Canada and relevant Ministries consistent with this position paper calling for:

- an extension of the current recommendations regarding breastfeeding to promote exclusive voluntary breastfeeding on demand for at least six months
- full, legislated endorsement of the WHO Code and subsequent resolutions, not just specific parts
- expansion of current legislation protecting the right of working mothers to breastfeed on demand for as long as they wish (e.g., day-care facilities accessible to place of employment, nursing breaks, provision of privacy for breast-pumping, and facilities for refrigeration of pumped breastmilk)
- development and implementation of enforceable controls on the infant food industry in accordance with the WHO Code
- establishment of an expert commission (comprised of a fair balance of representatives from government, non-government agencies, public interest groups, and the infant food industry) to oversee and enforce effective controls on the food industry consistent with the WHO Code
- establishment of consistent policies regarding exclusive breastfeeding
- mandatory Baby Friendly Hospital designation for all hospitals providing maternity care
- development and implementation of mandatory training programs for all hospitals in Canada providing maternity care, consistent with the 10-step approach of UNICEF's Baby Friendly Hospital initiative
- commitment to widely publicize legislation and policies in support of breastfeeding, among health professionals and the Canadian public.

Encourage breastfeeding promotion initiatives in developing countries at the national level by:

- supporting counterpart home economics associations to lobby their own governments toward full endorsement and implementation of the WHO Code.

Support the development of appropriate breastfeeding education materials, written at appropriate reading levels, consistent with the WHO Code and sensitive to environmental, social, and psychological realities.

Encourage health professional associations to investigate professional development opportunities and standards of practice pertaining to the promotion of breastfeeding.

Provide frequent updates on Canada's and developing countries' status in terms of the WHO Code at national CHEA conferences and symposiums (Status of the WHO Code by country reports).

Support research that:

- clarifies the complex decision-making process surrounding breastfeeding, as well as the impact of breastfeeding promotion initiatives and infant formula marketing on this decision
- works toward the development of more appropriate growth reference data for breastfed infants.

Include breastfeeding education in high-school home economics curricula, covering international policies, current scientific knowledge of breastmilk and infant formula, and factors involved in mothers' feeding decisions.

PROVINCIAL LEVEL

Encourage breastfeeding promotion initiatives in partner countries (with specific emphasis on exclusive breastfeeding for at least six months) by:

- supporting counterpart home economics associations to develop and implement community-based breastfeeding promotion events (e.g., participate in World Breastfeeding Week).

Keep members informed on the latest events and research pertaining to breastfeeding, subscribe to the INFAC newsletter, and include frequent items in provincial branch newsletters pertaining to breastfeeding (e.g., local activities, international policy development).

Form a task force to identify and recommend strategies to rectify community barriers to breastfeeding

and current community policies regarding breastfeeding.

Support/organize local breastfeeding promotion activities in cooperation with other community groups such as La Leche League.

Lobby municipal governments to enact by-laws protecting women's rights to breastfeed in public.

Report violations of the WHO code to INFAC (mail, telephone, internet).

Lobby local hospitals to become Baby Friendly.

COMMUNITY LEVEL

Display breastfeeding promotion posters in their classrooms.

Actively participate in local and international breastfeeding promotion activities (e.g., World Breastfeeding Week).

Become informed about municipal and provincial

laws regarding breastfeeding and infant formula marketing.

Educate members of their communities about breastfeeding and current policies/laws, including which hospitals in their community are Baby Friendly.

Report violations of the WHO code to INFAC (mail, telephone, or internet).

Refer members of their communities to appropriate breastfeeding support groups and Baby Friendly Hospitals.

Respect and support women's choices regarding infant feeding and display non-judgmental attitudes toward individual decisions.

Contact:

Development Education Program Officer
Canadian Home Economics Association
307-151 Slater Street, Ottawa, Ontario K1P 5H3
Tel: (613) 238-8817 Fax: (613) 238-8972

ACTIONS PROPOSÉES POUR SOUTENIR L'ALLAITEMENT MATERNEL

Préface

En 1979, l'Association canadienne d'économie familiale (ACd'EF) approuvait officiellement un exposé décrivant sa position sur l'alimentation des nourrissons et des enfants et appuyant clairement l'allaitement maternel comme le meilleur choix pour les nourrissons. Le conseil de l'ACd'EF a révisé, en juillet 1997, la mise à jour d'un exposé de position sur l'allaitement maternel; cette version a été réimprimée dans la numéro Automne 1997, volume 47, numéro 4, de la Revue canadienne d'économie familiale.

Voici les lignes d'action suggérées en matière d'allaitement maternel.

AU NIVEAU NATIONAL

Développer et soumettre au gouvernement du Canada et aux Ministères pertinents **un plaidoyer en faveur** de la promotion de l'allaitement maternel demandant:

- de modifier les recommandations actuelles sur

l'allaitement afin de promouvoir l'allaitement maternel volontaire exclusif sur demande de la naissance à six mois

- d'appliquer de façon intégrale le code de l'OMS et les résolutions subséquentes, plutôt que d'en faire une application partielle
- d'élargir la loi actuelle protégeant le droit des femmes au travail d'allaiter sur demande afin qu'elles puissent allaiter aussi longtemps qu'elles le désirent (prévoir des garderies en milieu de travail, des pauses pour allaitement, des dispositions permettant aux femmes de tirer leur lait dans l'intimité, ainsi qu'un endroit pour réfrigérer le lait tiré)
- de développer et d'implanter un contrôle renforcé sur l'industrie des aliments pour nourrissons conforme au code de l'OMS
- de mettre sur pied une commission d'experts (représentant de façon équitable le gouvernement, les organisations non-gouvernementales, les groupes d'intérêt public et l'industrie des aliments)

pour nourrissons) chargée de superviser et renforcer le contrôle sur l'industrie des aliments pour nourrissons conformément au code de l'OMS

- d'établir des politiques adéquates concernant l'allaitement maternel exclusif
- d'exiger que tous les hôpitaux possédant une unité de maternité deviennent des Hôpitaux Amis des Bébés
- de développer et d'implanter un programme de formation obligatoire pour tous les hôpitaux canadiens ayant une unité de maternité, suivant l'approche en 10 étapes de l'initiative des Hôpitaux Amis des Bébés de l'UNICEF
- de s'engager à faire la publicité des lois et des politiques qui supportent l'allaitement maternel auprès des professionnels de la santé et du public en général

Encourager les initiatives de promotion de l'allaitement maternel dans les pays en développement au niveau national en:

- supportant les associations d'économie familiale qui font pression auprès de leur propre gouvernement pour qu'il adopte et implante le code de l'OMS

Supporter le développement de matériels éducatifs sur l'allaitement maternel qui soient conformes au code de l'OMS, qui soient adaptés aux réalités environnementales, sociales et psychologiques et qui utilisent des niveaux de langage appropriés.

Encourager les associations de professionnels à faire de la formation continue et à établir des normes de pratique concernant la promotion de l'allaitement maternel.

Présenter dans les symposiums et conférences nationales du CHEA, **des mises à jour régulières** sur l'évolution du code de l'OMS au Canada et dans les pays en développement (Rapports par pays sur l'évolution du code de l'OMS).

Supporter la recherche qui vise à:

- clarifier le processus complexe de prise de décision entourant l'allaitement maternel et/ou l'impact des initiatives de promotion de l'allaitement maternel et du marketing des formules pour nourrissons sur cette décision
- développer des courbes de croissance de référence plus appropriées pour les nourrissons allaités au sein.

Insérer des cours traitant des politiques internationales sur l'allaitement maternel, des connaissances scientifiques actuelles sur le lait maternel et les formules pour nourrissons, ainsi que des facteurs influençant la décision de la mère d'allaiter ou non son enfant, **au programme d'économie familiale du secondaire.**

AU NIVEAU PROVINCIAL

Encourager les initiatives de promotion de l'allaitement maternel dans les pays partenaires (en insistant sur l'allaitement jusqu'à 6 mois) en:

- supportant les associations d'économie familiale dans le développement et l'implantation d'activités communautaires de promotion de l'allaitement maternel (ex.: participer à la semaine mondiale de l'allaitement maternel)

Tenir les membres au courant des développements récents et des recherches en cours concernant l'allaitement au sein:

- s'abonner au bulletin INFAC et assurer la transmission de l'information par des publications dans les bulletins provinciaux traitant d'allaitement (ex.: activités locales, développement de politiques internationales)

Former un groupe de travail qui aurait pour objectif d'identifier les barrières à l'allaitement au sein et d'examiner les politiques communautaires actuelles sur l'allaitement pour ensuite recommander des stratégies permettant de soulever les barrières et de rectifier les politiques.

Supporter et organiser des activités de promotion de l'allaitement maternel en collaboration avec d'autres groupes communautaires comme La Ligue La Leche.

Faire pression sur les autorités municipales afin que le droit d'allaiter en public des femmes soit protégé par la loi.

Rapporter les violations au code de l'OMS à l'INFAC (poste, téléphone, internet).

Faire des pressions auprès des hôpitaux locaux afin qu'ils deviennent Amis des Bébés.

AU NIVEAU DE LA COMMUNAUTÉ

Mettre les affiches faisant la promotion de l'allaitement au sein dans les salles de classe.

Participer activement aux activités locales et internationales de promotion de l'allaitement maternel (ex.: la semaine mondiale de l'allaitement maternel).

Connaître les lois municipales et provinciales sur l'allaitement et sur le marketing des formules pour nourrissons.

Faire connaître aux membres de la communauté les lois et politiques concernant l'allaitement dans leur communauté et les Hôpitaux Amis des Bébés de la région.

Rapporter les violations au code de l'OMS à l'INFAC (poste, téléphone, internet).

Référencer les membres de la communauté aux groupes de support appropriés et aux Hôpitaux Amis des Bébés.

Respecter et supporter les femmes dans leur choix d'allaiter ou non et ne pas porter de jugement face aux décisions des individus.

Contact:

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PAST ROOTS

Mary Urie Watson

Contributed by Mary Leah DeZwart

Do not depend so much upon books, do not spend so much time telling the children about things. Give them the things and let them work on them with their bodies and their hands. They will find out more in five minutes than you can tell them in as many hours. They will learn more, learn it quicker, and learn it better. (Watson, 1901, p. 62)

What significance can the words of a pioneer home economist, written over 95 years ago, have for home economics today?

Mary Urie Watson was the first trained home economics teacher in Canada and the first woman to head a post-secondary home economics training institution. She was a vital figure in Canadian educational history. The following brief examination of her life shows the need to recognize her as such.

Mary Urie Watson was born in 1866 at Ayr, Ontario, where her family ran a small manufacturing company (Watson, 1905b). Before being hired in 1897 by Adelaide Hoodless (founder of the Women's Institute movement) as the first domestic science teacher for the Hamilton YWCA, she had been a domestic science teacher in St. Louis, Missouri, and Hamilton, Ontario.

Aware of the prospective opening of a new Normal School, Watson left Hamilton for further training in the United States and graduated from the Philadelphia Cooking School and Teachers College, Columbia University. In 1900 she joined the staff of the Ontario Normal School of Domestic Science and Art at Hamilton. When the activities of the Normal School were transferred to Guelph in 1903, Watson moved there. She was appointed Principal of Macdonald Institute, Guelph, a few months later and kept that position until her retirement in 1920. Although she was not in a position of public power, Mary Urie Watson's personal influence on several generations of home economists continued for the next thirty years.

Watson became well known nationally and in every province of Canada, in the United States, the West Indies, Great Britain, and South Africa (Guild, 1926). She attended the Lake Placid Conferences and was elected third vice-president of the American Home Economics Association in 1909. After she retired from Macdonald Institute, she continued to write articles in the American Home Economics Association journal and was active in the establishment of the Canadian Home Economics Association in 1939.

Mary Urie Watson believed strongly in the value of education. In a speech delivered to the annual meeting of the ladies' section of the Ontario Agricultural and Experimental Union at Guelph in 1901 she asked, "Why should we not study as enthusiastically to develop first-class men and women as to develop first-class sugar-beets or first-class stock?" (Watson, 1901, p. 62). In words that are still appropriate today, she promoted the value of practical education:

For years the educational specialists have been saying to us, we must weave the home interests more closely into the school interests, and bring the school interests more in touch with the outside world. They have been saying, give the children more than book knowledge and mental discipline; give them an all-round training.

As the first graduates of Macdonald Institute headed out to British Columbia or New Brunswick or Manitoba, they relied upon Watson's practical knowledge and pragmatism to assist them in their struggles with implementation of home economics. Elizabeth Berry, when she was hired as the first home economics teacher by the Vancouver School Board in 1905, contacted Watson almost immediately with questions ranging from class size, to room set-up, to copying recipes for her 300 students. Watson's answers reveal her standards, beliefs, and practicality.

In an early letter we find evidence of Watson the problem solver. Elizabeth Berry could not find one-burner stoves like the ones she had used at Macdonald Institute. Watson revealed that she herself had invented the stoves, writing: "The [one-burner stoves] we have in Guelph are manufactured by my own brothers here in Ayr. They worked it out after my ideas at a time when there were no good or suitable ones on the market." (Watson, 1905b)

We also find evidence of Watson the practical:

I should have the table made for 24, as it is quite possible to handle that number, and often two or three are absent. Sometimes too, classes grow smaller towards the end of the year, and it is wise for pioneers to make the money expended cover as many children as possible. If they demur about a two-hour lesson in the morning, offer to teach sewing three of the mornings. They will probably be charmed with the idea and you will get your way, besides paving the way for the regular teaching of sewing. (Watson, 1905a)

Finally, we see Watson the promoter:

By the way, at Lake Placid I found that the Conference of Home Economics reports are for sale. They cost \$2.00 (4 vol.) and are well worth the money, being the various addresses and matter presented to the Conferences. You will find them extremely useful in providing ammunition for argument as well as teaching. (Watson, 1905a)

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RACINES DU PASSÉ

Mary Urie Watson

Contribuée par Mary Leah DeZwart

Traduit par Erin Milligan DeZwart

Il ne faut de pas dépendre autant sur les livres, en parlant ou en sermonnant aux enfants à propos des choses. Donner-leur les matériaux et laisser-les y travailler avec leurs mains et leurs corps. Ils apprendront plus en cinq minutes que vous pourriez leurs apprendre dans le même nombre d'heures. Ils apprendront plus, plus vite, et plus efficacement. (Watson, 1901, p. 62).

Quelle signification peuvent les mots d'une économiste familiale, écrits il y a 95 ans, avoir aujourd'hui? Mary Urie Watson (1866-1950) la première professeure entraînée dans l'Économie familiale au Canada et la première femme qui a dirigé une institution post-secondaire, est une figure importante dans l'histoire de l'éducation au Canada.

Mary Urie Watson est née à Ayr, Ontario, où sa famille dirigeait une petite compagnie manufacturière (Watson 1905b). Elle fut une professeure de sciences domestiques à St. Louis, Missouri, et Hamilton, Ontario, avant d'être employée comme la première professeure de sciences domestiques par le YWCA à Hamilton en 1897 par Adelaide Hoodless, fondatrice du mouvement de l'Institut des Femmes.

Avec la perspective d'une nouvelle École Normale ouvrant à Hamilton, Watson est partie pour les États-Unis pour plus d'entraînement et fut diplômée de l'École de cuisinage et le College des Professeurs de l'Université Columbia. En 1900, elle s'est jointe au personnel de l'École Normale de l'art et de la science domestique d'Ontario à Hamilton. Quand les activités de l'École de Hamilton ont été transférées à Guelph en 1903, Watson a déménagé aussi. Quelques mois plus tard, elle a été nommée directrice de l'Institut Macdonald à Guelph, et a gardé la position jusqu'à sa retraite en 1920.

Watson est devenue bien-connue au Canada, aux États-Unis, aux Antilles, en Grande-Bretagne et en Afrique du Sud (Guild, 1926). Elle a assisté aux conférences à Lake Placid et fut élue la troisième vice-présidente de l'Association de l'Économie familiale américaine en 1909.

Mary Urie Watson croyait fermement dans la valeur de l'éducation. Dans un discours donné à la réunion de la section féminine de l'Union agricole et expérimentale d'Ontario à Guelph en 1901, elle a demandé: «Pourquoi pas étudier pour développer les hommes et les femmes de première classe comme nous étudions pour développer la betterave sucrée ou les fournitures de première classe» (Watson, 1901, p.62).

Avec des mots qui sont encore appropriés aujourd'hui, elle faisait la promotion de la valeur de l'éducation pratique:

Pour des années les spécialistes d'éducation ont dit qu'on doit tisser les intérêts de la maison avec les intérêts de l'école, et amener les intérêts de l'école plus prêts du monde extérieur. Ils disaient: donner aux jeunes plus que la connaissance des livres et la discipline mentale ...donner-leur de l'entraînement

global.

L'influence de Mary Urie Watson fut senti dans toutes les provinces et des parties des États-Unis. Quand les premières diplômées de l'Institut Macdonald sont allées en Colombie-Britannique, Nouveau-Brunswick ou Manitoba, elles dépendaient sur les connaissances pratiques et pragmatiques de Watson pour les assister dans leurs luttes avec l'implémentation de l'Économie familiale. Quand Elizabeth Berry a été employée comme la première professeure d'Économie familiale en 1905 elle a contacté Watson presque immédiatement avec des questions comme le nombre approprié d'étudiants par classe, comment organiser une classe proprement, et comment copier des recettes pour 300 élèves. Les réponses de Watson montraient ses standards, croyances, et son habileté d'organisation.

Dans une des premières lettres on trouve la preuve que Watson savait résoudre des problèmes. Quand Elizabeth Berry ne pouvait pas trouver des poêles d'un brûleur comme ceux qu'elle avait utilisés à l'Institut Macdonald, Watson a révélé qu'elle avait inventé les poêles: «Les (poêles avec un seul brûleur) que nous avons à Guelph sont manufacturés par mes frères ici à Ayr. Ils les ont manufacturés quand il n'y en avait pas d'adéquats au marché.»

On trouve aussi l'evidence de la practicalité de Watson:

Je devrais avoir la table mise pour 24 (personnes), comme il est bien possible de s'y prendre à ce nombre, et souvent il y en a un ou deux ou trois absents. Parfois aussi, les classes deviennent plus petites vers la fin de l'année, et il est sage pour les pionniers de faire l'argent dépensé toucher autant d'enfants que possible. S'ils se plaignent d'une leçon de deux heures le matin, offrez d'enseigner la couture trois de ces matins. Ils seront charmés avec votre idée et vous aurez ce que vous vouliez, tout en faisant le chemin pour l'enseignement de la couture. (Watson, 1905a)

Finalement, on voit Watson comme l'agente de promotion:

À Lake Placid j'ai trouvé que les rapports de la Conférence de l'Économie familiale sont à vendre. Ils sont 2 00\$ (4 vol.) et sont d'une bonne valeur, parce qu'ils sont les paroles et la matière présentée aux Conférences. Vous les trouveriez très utile pour les arguments et pour l'enseignement. (Watson, 1905a)

Après que Mary Urie Watson a pris sa retraite de l'Institut Macdonald en 1920, elle a continué à écrire des articles dans le journal de l'Association de l'Économie familiale Américaine et fut active dans l'établissement de l'Association canadienne d'Économie familiale en 1939. Bien qu'elle n'était pas dans une position d'influence publique, son influence personnelle sur plusieurs générations d'économistes familiaux a continué pour une trentaine d'années.

Deux mois avant sa mort en 1950, elle a été nommée membre honoraire à vie de l'Association canadienne d'Économie familiale. Sa réaction à cette honneur refléta son dévouement à ses anciennes étudiantes : «C'est si gentille,» dit-elle, «S'être souvenu de moi.» (Home economists honored, 1951). Quelle chance d'avoir eu des économistes familiaux comme Mary Urie Watson qui était une pionnière et qui a persévéré en établissant l'économie familiale comme un profession.

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Two months before her death in 1950, Watson was made an honorary life member of the Canadian Home Economics Association (Home economists honored, 1951). Her reaction to this honour reflected her devotion to her former students: "How nice of the girls to remember me," she said. How fortunate for us as home economists that Mary Urie Watson pioneered and persevered in establishing home economics as a profession.

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NATIONAL OFFICE WELCOMES NEW STAFF / BIENVENUE À

Marilee Fazil as Executive Director for the Canadian Home Economics Association . . .

Marilee is a graduate of the University of British Columbia where she received both her Bachelor of Home Economics and Master of Library Science degrees. She completed her Dietetic Internship in Montreal and has worked in British Columbia, Ontario, and New York. Marilee has expertise in providing services in both official languages, experience in creative problem solving, and has well-developed interpersonal, supervisory, organizational, and facilitative skills.

Barbara Cummern as Development Education Program Officer . . .

Barbara holds a Bachelor of Child Studies degree from Mount Saint Vincent University. Her most recent employment experience was as Director, International Education, International Development and Cooperation Program with the YMCA/YWCA of Ottawa/Carleton. She has previously worked at the University of New Brunswick and the Kayambi Mission Hospital in Zambia. She brings to the Development Education position a deep understanding of development issues and a desire to share her knowledge and understanding with CHEA's 2,000 members.

Bethany Sutton as International Development Program Manager . . .

Bethany has a variety of international experiences, including work with Partnership Africa Canada, NGO coordinator for the UN Conference on Environment and Development, and the UN Conference on Women. In Canada, she has worked with the YMCA and has substantial experience managing community health projects. Bethany holds a Bachelor of Education degree from Queen's University and a Bachelor of Arts in International Relations from the University of Toronto.

Current Literature

CLOTHING & TEXTILES / TEXTILES ET HABILLEMENT

compiled by Nicole Davie

Consumers of ethnic apparel from alternative trading organizations: A multifaceted market.

Dickson, M.A. & Littrell, M.A. (1998). *Clothing and Textiles Research Journal*, 16 (1), 1-10.

Consumers from the mailing list of Pueblo to People, an alternative trading organization specializing in ethnic apparel and crafts from Latin America, were segmented by their desirability ratings for a variety of clothing evaluative criteria. Two market segments emerged that were considered meaningful for targeted product development. "Creative-Ethnic" consumers preferred a unique and dramatic look that they believe can be achieved through ethnic and traditional styling. The traditional and bright colors of Latin America were desirable to this group, who also rated high quality as important. "Plain-and-Simple" consumers also preferred high quality garments, but not elaborate patterns and surface designs characteristic of traditional ethnic fabrics. Rather, Plain-and-Simple consumers preferred dark colors in blue hues or neutral colors such as black, white, or gray. Findings are discussed in relation to literature on textile craft consumers. Additionally, suggestions are made for product development that would target both groups.

Reprinted with permission from *Clothing and Textiles Research Journal*.

Investigation of factors influencing CAD selection and use for apparel design.

Wimmer, J.R. & Giddings, V.L. (1997). *Journal of Family and Consumer Sciences*, 89(3), 48-52.

This study investigated the selection and use of computer-aided design (CAD) systems in apparel design programs at colleges and universities in the United States. A questionnaire was mailed to faculty at universities with apparel design programs to determine how CAD was being used in the curriculum, the type(s) of CAD system(s) being used, and the future plans for CAD in the curriculum. Frequency and percentage distributions were used to analyze the data. The results indicated that CAD is being taught in CAD-only courses (35%), basic flat pattern courses (19%), pattern grading courses (13%), and advanced flat pattern courses (10%). The programs using IBM or IBM-compatible computers used AutoCAD software (39%). The results also showed a significant increase in the number of programs with CAD in the curriculum from 21 between 1982 and 1989 to 38 between 1990 and 1993. This indicates apparel design programs are realizing the importance of integrating CAD into the design curriculum to better prepare students for employment in the apparel industry.

Reprinted with permission from *Journal of Family and Consumer Sciences*.

Bringing civilization to the frontier: The role of men's coats in 1865 Virginia City, Montana Territory.

Meyer, D.J.C. & Wilson, L.E. (1998). *Clothing and Textiles Research Journal*, 16(1), 19-26.

This study focuses on men's coats recovered from the steamboat *Bertrand* to determine what men of Virginia City, Montana Territory, wore and how the coats reflected the society in which they lived. Diaries, letters, merchant account and day books, and 137 men's coats were primary source materials. Content analysis of Virginia City photographs and museum artifacts indicated that the men of Virginia City, in their desire to obtain goods and services, cultural institutions, and social amenities familiar to them, made Virginia City a civilized city. The men's coats uncovered from the *Bertrand* reflected Eastern fashion and social customs and played a role in bringing civilization to the Montana frontier.

Reprinted with permission from *Clothing and Textiles Research Journal*.

Consumers' attitudes toward clothing coupons.

Cho, J. & Kang, J. (1998). *Family and Consumer Sciences Research Journal*, 26(3), 328-345. © 1998 American Association of Family and Consumer Sciences.

Couponing has been widely used in many product categories but not for clothing products. This research investigates the feasibility of clothing coupons by studying consumers' attitudes toward a clothing coupon and buying intentions toward a coupon-promoted brand. Data collected from 170 participants reveal that the majority of the respondents have favorable attitudes toward clothing coupons and strong buying intentions toward a coupon-promoted brand. Significant relationships are found between a consumer's attitude toward clothing coupons and coupon proneness, number of children, education, and household income. Although consumers' brand loyalty is not significantly related to their attitude toward clothing coupons, it is significantly related to the level of consumers' buying intentions toward a coupon-promoted brand.

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FAMILY / CONSUMER STUDIES LA FAMILLE / CONSOMMATION ET GESTION

compiled by Susan Crichton

Issues considered in contemplating stepchild adoption.

Ganong, L., Coleman, M., Fine, M. & Kusgen McDaniel, A. (1998). *Family Relations*, 47, 63-71.

The primary purpose of this study was to explore the factors that stepfamily members consider when contemplating step-

child adoption. Thirty-two adults and 22 stepchildren from 16 stepfamilies were interviewed about their thoughts and feelings regarding stepparent adoption. The desire to be a "regular" family, to sever relationships with the nonresidential parent, and to legitimize roles and relationships were reasons given for considering adoption. Whether or not family members thought about or discussed stepchild adoption was related primarily to the level of involvement of the nonresidential parent. Implications for policies that may expand the range of options available to strengthen the stepparent-stepchild bond are discussed.

Reprinted with permission from *Family Relations*.

Quality of adult child/aging parent relationships: A structural equations approach using merged cross-generational data.

Mercier McDonough, J., Shelley II, M.C. & Wall, B. (1997). *Family and Consumer Sciences Research Journal*, 26(2), 160-192. © 1998 American Association of Family and Consumer Sciences.

In a study of the attachment bond, determinants of the quality of the adult child/aging parent relationship are analyzed from the child's perspective for 180 adult child/aging parent pairs. Structural equation models are estimated for the full sample and for parent-child pairs living more than 60 miles apart and within 60 miles of each other. In the full sample, quality of the adult child/elderly parent relationship is enhanced by greater frequency of intergenerational interaction; a stronger sense of filial obligation; adult children who are married, have less education, and are in better health; smaller sibling unit size; only child status; and parents who are married, older, and are in better health. Different predictors are significant in the full-sample, near-proximity, and far-proximity models, but the direction of significant effects is consistent across equations.

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Perceived family member reaction to women's disclosure of HIV-positive information.

Serovich, J.M., Kimberly, J.A. & Greene, K. (1998). *Family Relations*, 47, 15-22.

Disclosing one's HIV status to family members is a difficult process, particularly if the anticipated reaction of the recipient is negative. The purpose of this study was to expand the understanding of reactions experienced by women who disclosed their HIV-positive status to family members. One hundred-seventy-three reactions were extracted from 97 disclosive episodes during ethnographic interviews with 13 adult HIV-positive women. Using constant comparison methods, reactions were placed in 31 typologies and 6 categories. Each of these categories are described and implications for therapists and future researchers are discussed.

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Supplementary listing of articles:

Parental reactions to their child's disclosure of a gay/lesbian identity. Savin-Williams, R.C. & Dube, E.M. (1998). *Family Relations*, 47, 7-13.

Families under stress: What makes them resilient. McCubbin, H.I., McCubbin, M.A., Thompson, A.I., Han, S. & Allen, C. (1997). *Journal of Family and Consumer Sciences*, 89(3), 2-11.

Dress and the female gender role in magazine advertisements of 1950-1994: A content analysis. Paff, J.L. & Buckley Lakner, H. (1997). *Family and Consumer Sciences Research Journal*, 26(1), 29-58.

FOODS AND NUTRITION / ALIMENTATION ET NUTRITION

compiled by Jan Trumble Waddell

Infant feeding practices in North York: Compliance with CPS guidelines.

Lee-Han, H., Wilkie, J., Wade, K., Douglas, C., Wilson, F., Blue, S. & Yim, C. (1998). *Journal of the Canadian Dietetic Association* 59, 24-29.

A study was undertaken to determine infant feeding practices in North York, Ontario, and whether these practices were in compliance with the current Canadian Pediatric Society (CPS) recommendations. A random telephone survey of mothers with infants 6-10 months of age ($n=603$) was conducted. Although 86.6% of the mothers initiated breastfeeding, the rates of breastfeeding for at least four and six months were 55.9% and 41.1% respectively. Despite the CPS recommendations of exclusive breastfeeding for the first six months of life, rates of exclusive breastfeeding (feeding breast milk only) for at least four and six months were only 17.2% and 3.0% respectively. Although the CPS recommends iron-fortified formula from birth when infants are not breastfed, about 47% of mothers who formula-fed their infants did not use the iron-fortified type. Only 1.3% of North York infants were introduced to cow's milk before six months of age. About 23% of infants were introduced to solids prior to the minimum recommended age of four months. Findings of this study suggest that it is important to focus on developing programs, including community supports, to increase breastfeeding duration rates, including exclusive breastfeeding. Continued emphasis on the integration of infant feeding educational strategies into prenatal and early parenting programs and services is needed in order to provide parents with the accurate information and support they need to make informed decisions about feeding their babies.

Reprinted with permission from *Journal of the Canadian Dietetic Association*.

Canadian dietitians' understanding of food security.

Power, E.M., Sheeska, J.D. & Heron, A.L. (1998). *Journal of Nutrition Education* 30, 45-49.

The Canadian Dietetic Association (CDA) has identified food security as a key action for its members. Since any course of action depends on how an issue is understood, we undertook a telephone survey of 487 CDA members to assess their understanding of food security. Dietitians were asked which of the following list they include in their definition of food security: (1) food safety; (2) food as a basic human right; (3) adequate food to maintain health; (4) sustainable agricultural systems; (5) affordability; (6) charitable food distribution systems; and (7) individual choice of personally acceptable foods. Overall, there was a fairly high level of awareness and broad conceptualization of food security. Ninety-three percent included food safety; 87% included food as a human right, adequate food for health,

and sustainable agriculture; and 81% included affordability of food. Fewer dietitians included charitable food sources (62%) and individual choice of personally acceptable food sources (51%) in their definition. Understanding of the term differed by area of practice but not length of time in practice. Different understandings of food security may lead dietitians to take different, but equally important, courses of action. This may make dialogue confusing and collaboration difficult until the differences are clarified and appreciated.

Reprinted with permission from *Journal of Nutrition Education*.

Nutrition education program based on EFNEP for low-income women in the United Kingdom: "Friends with Food."

Kennedy, L.A., Hunt, C. & Hodgson, P. (1998). *Journal of Nutrition Education* 30, 89-99.

This paper gives an account of the development and testing of a nutrition education program aimed at low-income families in the United Kingdom (U.K.), named locally "Friends with Food" (FWF). The study, a demonstration project implemented in an urban area of a town in the North of England, was subject to extensive evaluation. It was modelled after the largest nutrition education program for low-income people in North America, the Expanded Food and Nutrition Education Program (EFNEP). EFNEP aims to assist low-income families to acquire the knowledge, attitudes, and skills needed to adopt nutritionally sound diets, thus contributing to dietary improvements for the family. Like EFNEP, guided "hands-on" food preparation and cooking sessions were complemented by formal information. Allowing participants to acquire both the knowledge and skills needed to translate theoretical nutrition messages into practice was shown to be effective. Results suggest that a significant measure of success, in terms of improving nutrition knowledge and self-reported changes in dietary behaviour, is possible using this approach. Considerable difficulties are imposed, however, by the lifestyle and financial constraints of people with limited income. Cooperation of partners and family are critical to success, as are the skills of the nutrition educator. Programs aimed at more than just the dissemination of nutrition information are, however, relatively labour intensive, and the authors recommend that the use of nonprofessionals similar in background to clients (paraprofessionals), as exemplified by EFNEP, is worthy of further investigation in the U.K.

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Supplementary listing of articles:

Breastfeeding in Canada: A demographic and experiential perspective. MacLean, H.M. (1998). *Journal of the Canadian Dietetic Association* 59(1), 15-23.

Assessment of knowledge and attitude of Canadian Dietitians towards biotechnology. Whiting, S., Berenbaum, S., Pasishnek, L., Duff, T. & Anderson, D. (1997). *Journal of the Canadian Dietetic Association* 58(4), 192-196.

Expectancies, self-esteem, knowledge, and adolescent weight reduction behavior. Thombs, D.L., Mahoney, C.A. & McLaughlin M.L. (1998). *Journal of Nutrition Education* 30(2), 107-113.

1998-99

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Book Reviews

compiled by Nelma Fetterman

Human Relations Interpersonal, Job-Oriented Skills (6th ed.) by Andrew J. DuBrin. (1997). Toronto, Ontario: Prentice-Hall Canada Inc., 285 pages. \$7.75 (softcover). ISBN 0-13-400011-0.

In today's job market employers are looking for students who possess more than a specialized knowledge of their field of study. Individuals with highly developed interpersonal skills are, increasingly, the most sought-after employees. In *Human Relations Interpersonal, Job-Oriented Skills*, Andrew J. DuBrin sets out to help readers enhance these skills through exposure to and consideration of a wide variety of topics dealing with interpersonal relationships in organizations. Each of the book's thirteen chapters has its own learning objectives and questions for discussion and review.

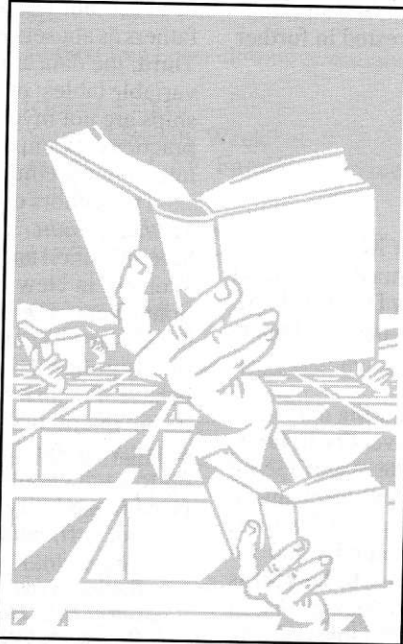
The book presents, first, a framework for interpersonal training and gives an overview of the skills needed for effective interpersonal relations. Topics in the following chapters range from conflict resolution and understanding individual differences to positive political and customer satisfaction skill development.

Of particular interest to teachers is the emphasis on the active involvement of the reader in the learning process. Most chapters include self-assessment and skill-development exercises to allow the student to assess his/her own developmental needs and plan for improvement. Also included are suggestions for role plays and case problems that are designed to promote classroom discussion. An instructor's manual is available containing test questions, chapter outlines and lecture notes, answers to the discussion questions and case problems, and comments about the exercises in the text.

This text is most suited for participants in courses in leadership, supervisory training and interpersonal relations, organizational behaviour, and human relations. However, I think any individual interested in improving interpersonal relationships at work would benefit from the self-assessment and self-development exercises provided. In fact, when I read this book, my only complaint related to its title. The interpersonal behaviours discussed are more than just "job-oriented skills": they are life skills that everyone needs to develop to be effective members of society.

Reviewed by:

Debbie MacLellan, MSc, RD
Department of Nutritional and Family Sciences
University of Prince Edward Island
Charlottetown, Prince Edward Island



Canadian Women's Issues, Volume 2: Bold Visions by Ruth Roach Pierson and Marjorie Griffin Cohen. (1995). Toronto: James Lorimer & Company, Publishers, 500 pages. \$24.95 (paperback). ISBN 1-55028-428-2.

This is the second of a two-volume work on the history of second-wave feminism in English Canada from 1967 to 1994. In each of the five chapters an introductory essay is followed by a rich collection of documents. These provide a compelling sense of immediacy through the sincere, determined, and courageous voices of women who are directly involved in challenging the status quo with innovative alternatives.

In Chapter One, "The Politics of the Domestic Sphere," the authors, keenly aware of the race- and class-specific character of some of the early second-wave feminist analyses, argue for a new

definition of the family that reflects reality, provides an economic analysis of domestic work, calls for appropriate social policies on child care and domestic labour, and proposes revised immigration regulations.

Chapter Two moves from domestic to paid work. It defines inequities and details what women have accomplished to alleviate them. The conflicts, pains, and gains with regard to wages, pay and employment equity, workplace deterioration, and workplace hazards are clearly depicted and documented.

Second-wave feminism has relied on education to change attitudes, end stereotypical ideas about women, and prepare for collective action for social change. Chapter Three, "Education and Training," sets formal educational goals for attaining equal access, job equity, and changes in curriculum content and pedagogy. Women continue to encounter difficulty accessing job training initiatives, despite organized efforts such as imaginative new bridging programs.

The women's movement has priorities other than profit-making and the private market. Chapter Four presents a feminist analysis of the human effects of government's economic ideology and policies. Free trade, privatization, budget and taxation initiatives have increased inequality, unemployment, and poverty of women. This chapter gives many creative suggestions for a more equitable approach.

The final chapter examines the ways that Canadian women's activism and theorizing have interacted with international and global issues. It raises the question of broadening the very definition of feminism to encompass women's global struggles against racism, imperialism, and militarism.

This second volume of *Canadian Women's Issues* presents an illuminating and provocative insight into the

problems that women have experienced as a result of the shift to the political right. It clearly and convincingly argues for and illustrates many innovative ideas and efforts to chart an alternative course involving the meaningful participation of all marginalized women. It is a stimulating read for all those who are uneasy about the effects of new directions and are searching for new perspectives; and it is especially valuable as a text for undergraduate courses in Women's Studies. Visual material accompanies the text, and an extensive bibliography is included for those interested in further reading.

Reviewed by:

Joanne E. Veer, PhD
Assistant Professor, History Department
University of Prince Edward Island

Families in Focus: New Perspectives on Mothers, Fathers, and Children by Judith Bruce, Cynthia B. Lloyd and Ann Leonard with Patrice L. Engle and Niev Duffy. (1995). New York: The Population Council, 116 pages. (Paperback). ISBN 1-55077-052-7.

This book is written for lay audiences, presenting data in an easy-to-read format to show world-wide diversity in families. Useful if one wants an overview of the issues facing families, it provides for the reader a range of world changes, such as trends toward later marriages and smaller families, increasing numbers of single-parent households, and increasing dependency ratios. This book can also be helpful as a handbook for someone who already has a background in family diversity. Its five chapters include 25 tables of data drawn mostly from the United Nations.

Chapter topics include families in transition, mothers, fathers, familial risk factors for children, and family policy.

Data are presented by country, the countries being selected to illustrate family diversity with a contrast made, in most tables, between "less developed" and "developed."

I encountered some difficulties: First, all countries of the world are not examined, nor is there consistency from one chapter to another as to which countries are illustrated. Second, parallel information may not always be given. For example, the "mothers" chapter includes mothers as victims of abuse but not as perpetrators; in the "fathers" chapter, fathers as abusers is a topic but not fathers or sons as victims. Third, the data are usually presented only in two- or three-variable tables; more complicated analyses of interrelationships are not investigated. Finally, variations in values and practices examined by country may obscure important intracountry ethnic differences, which are not explored.

The authors of *Families in Focus: New Perspectives on Mothers, Fathers, and Children* were working for the Population Council and the International Centre for Research on Women, in New York, during the United Nations International Year of the Family (1994). The purpose in writing the book was to show diversity among families and to make family policy more accurately reflect how families actually behave. I think it would be a useful book for readers working in an international setting, in order that they might be sensitive to family diversity. Since family policy is usually up to each country's own government, the second goal of providing clarity for policy makers may not be reached without sufficient country-specific information.

Reviewed by:

Carol D.H. Harvey, PhD, PHEc
Professor, Department of Family Studies
Faculty of Human Ecology, University of Manitoba
Winnipeg, Manitoba

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Contact: Dr. Annette Richardson, 7-104 Education North, Dept. of Educational Policy Studies, University of Alberta, Edmonton, AB T6G 2E1. Tel.: (403) 479-0872; Fax: 403-471-1797; e-mail: <annette_richardson@ualberta.ca>; Website: www.ualberta.ca/~aer/kanata/1998conf/1998-imc.html

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Contact: Queen's International Institute on Social Policy, School of Policy Studies, Kingston, ON; Tel. and Fax: 613-237-9812; e-mail: <info@qiisp.com>; Website: www.qiisp.com

September 8 - 11

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World Conference on Family Violence

Contact: The Citizen Ambassador Program, Dwight D. Eisenhower Bldg., Spokane, Washington 99202, USA. Tel.: (509) 534-0430. Fax: 509-534-5245. e-mail: <wcfv@ambassadors.com>

September 23 - 26

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Contact: Canadian Mental Health Association/P.E.I. Division, PO Box 785 Charlottetown, PE C1A 7L9, Tel.(902) 628-3658 Fax: 902-566-4643, e-mail: <mjmsmith@itas.net> WWW: metamedia.pe.ca/cmhaconference

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Contact: Dr. Mary Farahnakian, 3256-C SFLC, Brigham Young University, Provo, UT 84602-6796, or e-mail <mfarahna@byu.edu>

September 30 - October 3

(Salt Lake City, Utah)

Western Region Home Management and Family Educators Annual Conference.

Contact: Jean Lown <lown@cc.usu.edu>

October 5 - 11

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Contact: FSC Tel.: (613) 722-9006; Fax: 613-722-8610; e-mail: fsc@igs.net

October 15-18

(Halifax, N.S.)

"Aging: Benefits and Burdens. Crosswinds of Change". Canadian Association on Gerontology

Contact: Linda O'Rourke <cagacg@magi.com>, Tel.: (613) 728-9347 Fax: 613-728-8913

October 16 - 17

(York University, Toronto)

"Women, Science and Health in Post-War North America: Comparative Canadian-American Perspectives, 1940-1980"

Contact: Dr. Georgina Feldberg, Director, Centre for Health Studies, 214 York Lanes, York University, 4700 Keele St., North York, ON M3J 1P3 Tel.: (416) 736-5941 Fax: 416-736-5986

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Contact: Blair MacDonald, Making History: Constructing "Race" Conference, Dept. of History, University of Victoria, PO Box 3045, Victoria, B.C. V8W 3P4 Fax: 250-721-8772 e-mail <racecon@uvic.ca> Website: http://web.uvic.ca/~pahonen/MRCH.html

October 27 - 29

(Ottawa)

"Investing in Children: A National Research Conference, 1998" Sponsored by Applied Research Branch, HRDC

Contact: Don Wilson. Tel.: (819) 994-4458; Fax: 819-994-2480; e-mail: <donald.wilson@spg.org>

November 5 - 7

(Saint John, N.B.)

"Mega Bytes - Mega Care: Technology and the Quality of Life" Family Service Atlantic/Family Service Canada National Conference

Contact: Lynn Kinsella Tel.: (506) 634-4495 Fax: 506-652-1477 email <fssji@nb.sympatico.ca>

November 14-17

(Milwaukee, Wisconsin)

"Families in Global Context: Media, Environment and Peace" 60th Annual Conference, National Council on Family Relations.

Contact: National Council on Family Relations, 3989 Central Ave. NE, Suite 550, Minneapolis, MN 55421.

November 15 - 18

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"Partnerships for Health: A Work in Progress" 5th Canadian Conference on International Health. Hosted by Canadian Society for International Health.

Contact: CSIH, 1105 - 1 Nicholas Street, Ottawa, ON K1N 7B7 Tel.: (613) 241-5785 ext. 306 Fax: 613-241-3845 e-mail: csih@fox.nstn.ca; Website: www.csih.org

November 18 - 22

(Dallas, Texas)

International Textile and Apparel Association Annual Meeting

Contact: Deborah Young - e-mail <F_2young@twu.edu>

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(Edmonton, Alberta)

"Universal Rights and Human Values: A Blueprint for Peace, Justice and Freedom"

Contact: International Human Rights Conference, PO Box 11661, Edmonton, AB T5J 3K8 Tel (403) 453-2638 Fax: 403-482-1519 e-mail: <hrc@tnc.com> WWW: www.tnc.com/hrc

Information for Contributors

The *Canadian Home Economics Journal* publishes articles from home economists and others who share their interest in promoting the well-being of individuals and families. All articles are read by the editors and may be submitted for peer or external review. The article should address current vital issues for families and home economics/human ecology; contribute to knowledge and understanding of some area related to home economics; encourage thought and reflection on the part of the reader; and present subject matter that is accurate, up-to-date, and supported by good references and logical reasoning.

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If the manuscript has been produced on a computer, authors will be asked to send a disk once the paper has been accepted for publication. Authors will be asked to transfer copyright to the Canadian Home Economics Association by signing a Copyright Release and Licence-to-Use form.

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The Editor reserves the right to make editorial changes and will consult the author(s) whenever possible.

Information à l'intention des collaborateurs

La *Revue canadienne d'économie familiale* publie des articles signés par des spécialistes en économie familiale ou d'autres personnes qui s'intéressent à la promotion du bien-être personnel ou familial. Tous les articles sont lus par les rédacteurs et peuvent être soumis à l'évaluation de pairs ou d'indépendants. Les articles doivent traiter d'un sujet d'actualité essentiel à la vie des familles, d'économie familiale ou d'écologie humaine, doivent aider à connaître et à comprendre un domaine relié à l'économie familiale, doivent inviter le lecteur à réfléchir, doivent présenter une information exacte et à jour et doivent être étayés par des sources valables et un raisonnement logique. La soumission d'un article implique que ce dernier est original et n'a pas été publié ou soumis ailleurs.

Le texte original doit être écrit en français ou en anglais pour être accepté. Vous pouvez certainement écrire à la rédaction. C'est la responsabilité de l'auteur de faire mention de la provenance de tout matériel utilisé qui est protégé par le droit d'auteur, d'obtenir l'autorisation de le reproduire et d'envoyer à la rédactrice, avec l'article, la copie originale de l'autorisation écrite. Les textes généraux et les études doivent contenir au plus 3 500 mots. Les textes soumis à d'autres services de la *Revue* contiennent de 500 à 1 500 mots.

Les auteurs doivent rédiger leur texte conformément aux instructions détaillées disponibles auprès du conseil de rédaction. Voici quelques règles générales de présentation :

- Le texte doit être dactylographié à double interligne sur un seul côté d'une feuille 8,5 po sur 11 po, avec une marge d'au moins un pouce à gauche, à droite, en haut et en bas de la page.
- Ne pas justifier.
- Pour les citations, en inscrire la source dans le corps du texte en indiquant le nom de famille de l'auteur, la date et la page de l'ouvrage cité. (Pour le style, voir un numéro récent de la *Revue*.)
- À la fin de l'article, faire une liste de toutes les références citées ; ne pas y inclure de références qui n'ont pas été citées.
- Les tableaux, les graphiques et les illustrations doivent être pertinents et clairs et doivent être présentés sur une feuille séparée.
- Faire parvenir le texte fini en trois exemplaires au Comité de rédaction de la *Revue* Cd'ÉF, (l'adresse est à la Table des matières de chaque numéro de la *Revue*). Pour les articles d'ordre général et les articles de recherche, inclure un résumé de 150 mots au plus, dans les deux langues officielles (français et anglais). Pour tous les textes, inclure une brève notice biographique avec le nom et le poste actuel des auteurs. La longueur de cette note devrait se limiter à 30 mots lorsqu'il s'agit d'un seul auteur et à 75 mots dans le cas de plusieurs auteurs.

Si le texte a été écrit à l'aide d'un ordinateur ou d'une machine de traitement de texte et si nous acceptons de le publier, nous vous demanderons de nous en faire parvenir une copie sur disque. On demandera aux auteurs de céder leur droit d'auteur à L'Association canadienne d'économie familiale en signant une formule de cession du droit d'auteur et d'autorisation d'utilisation. Les auteurs peuvent obtenir une copie de leur article en payant les frais prévus à cet effet.

Le rédacteur en chef se réserve le droit d'éditer les textes et consultera les auteurs dans la mesure du possible.

Call for Papers

CHEJ welcomes research and general articles. These are normally submitted to a peer review process. *CHEJ* also publishes regular departments, such as Reader Forum (letters to the Editor), and Book Reviews, as well as other features. Manuscripts are accepted for consideration in either English or French and are published in the language in which they are received. Anyone, whether or not a member of CHEA/ACd'EF, may submit a manuscript. Submissions from authors outside Canada will be considered if they are suitable and relevant.

Submission deadlines:

Winter	September 15
Spring	December 15
Summer	March 1
Fall	June 15

Note: Submission by the deadline date does not necessarily mean publication in the next issue of the Journal. Publication depends on available space, contributions received, and, in the case of peer-reviewed articles, the progress of the review and revision.

Demande d'articles

Revue canadienne d'Économie familiale

La Revue canadienne d'Économie familiale apprécie tous les articles de recherche et les articles grand public qui lui sont envoyés. Ces communications sont généralement soumises à une évaluation par des pairs avant d'être publiées. *La Revue* publie également des rubriques régulières, telles que le Forum des lecteurs (lettres au rédacteur- ou à la rédactrice-en-chef) et la section Comptes rendu, entre autres. Les articles peuvent être soumis en français ou en anglais, et sont publiés dans leur langue originale. Nous acceptons pour considération toutes les soumissions d'articles, que les auteurs soient membres de l'Association canadienne d'Économie familiale ou non. Les communications d'origine étrangère seront prises en considération selon leur pertinence.

Dates limites de soumission :

Hiver	15 septembre
Printemps	15 décembre
Été	1 mars
Automne	15 juin

Remarque : Présenter un article avant la date limite de soumission ne garantit pas sa publication dans la prochaine édition de la Revue. La publication des articles dépend de l'espace disponible, des contributions reçues et, dans le cas d'une évaluation par des pairs, des progrès de l'évaluation et de la révision.



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